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DANGER SIGNALS
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TEACHERS



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**DANGER SIGNALS
FOR TEACHERS**

DANGER SIGNALS FOR TEACHERS

BY

A. E. WINSHIP, LL.D.
Editor, "Journal of Education"



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PREFACE

WAR Modified Education, followed suddenly by Armistice and Peace Modified Education, makes entirely new demands upon all school people.

All educators, from the "superintendent *up* to the kindergartner," as Dr. William M. Davidson puts it, have entirely new problems.

There is a new appreciation of education and a higher valuation placed on the educator. The State of Arizona Legislature says that no teachers shall be paid less than \$1200 a year; New York City pays its superintendent \$15,000; Chicago makes the salary of the superintendent \$18,000; and here and there along the line there are salary increases that would have been unthinkable in 1916.

The expectations regarding teaching efficiency are more significant than changes in salaries.

PREFACE

Teachers need an entirely new line of advice and counsel. Teachers need inspiration rather than irritation. Teachers need leadership rather than authoritative direction,—more “come” and less “go”; more cheer and less fear.

There should be more drives for teachers and less driving of teachers.

A crown is more appropriate than a frown. Democracy must supplement aristocracy.

We write for teachers with the hope that we may help them to meet the new expectations so promptly that public appreciation will forestall public depreciation.

Our hope is that we may warn of danger so hopefully that every reader will say, “Why, that is what I have been thinking myself.”

The highest art in advising is so stating truth that the advised will see it so clearly that they will say, “I have been thinking that but I have not known how to say it that way.”

A railway signal’s real mission is to give absolute confidence when the track is clear and

PREFACE

that the going is safe until there is a danger signal.

Before the days of railway signals an engineer was under strain all the time. He was never safe; never knew that the track was clear a rod beyond where he could see it. Now there is no strain, except the most incidental fear of a cow getting on the track, or a heedless driver. If there is no danger signal he puts on steam and flies over the rails joyously but he never takes his eyes off the signal. He is safe because he is sure to see a danger signal if it is given. A danger signal is always given in time to prevent catastrophe.

Thirty years ago there was not a railway signal system in the world. To-day every railroad is equipped with the latest signal devices. Millions are invested annually in installing, inspecting, and directing the signal service.

Every line of business has its own inherent dangers. The governments, local, state, and national, are expending millions annually in-

PREFACE

Rio Grande Railroad, is a station which **always** appears in the time-table in large type:

HELPER AR. 9:15 P. M.

HELPER LV. 9:25 P. M.

Helper is so named because at this point the train receives an extra locomotive as a helper up the steepest grade in America. In 1875 we spoke to a thousand elementary school boys as they stood in line in the Lincoln School Yard in San Francisco. Thirty years later a man, now one of the really big men in scientific socio-civic work in the United States, publicly credited his preparation for his work to that address to which he listened as a boy in the grades. About 1888 we lectured at a county institute in Pennsylvania and twenty years later a university professor, now a college president, publicly attributed his educational career to that address. These are merely suggestive of repeated testimonies years afterward that we have sometimes been able, incidentally,

PREFACE

to provide an extra locomotive as a Helper over some steep grade in a young man's life.

In these pages there is no attempt to say big things or to say ordinary things brilliantly but we shall seriously regret it if any one can read these pages without finding somewhere in them a Helper over the rough places in school life, without finding somewhere a thought that will help him or her to be to some pupil a better Helper.

A. E. WINSHIP.

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PART ONE
DANGER SIGNALS IN SCHOOL

DANGER SIGNALS FOR TEACHERS

I.

DON'T UNDERVALUE YOUR OPPORTUNITY

There is danger lest teachers fail to appreciate their opportunities. Responsibilities and duties are liable to outweigh opportunities in a teacher's estimate.

There is no higher opportunity than that which comes to a teacher. She has an opportunity to give to many children many opportunities that a mother gives a few children and to some children many opportunities that no mother gives her own children.

The teacher who is not proud to be a teacher should not be a teacher.

There is often a disposition on the part of

DANGER SIGNALS FOR TEACHERS

some teachers to dread to be thought of as a teacher. No one ever knew a lawyer to fear he would be thought of as a lawyer, or a physician to be thought of as a doctor, or a dentist, an editor, a clergyman, a merchant, a manufacturer, a banker, a locomotive engineer, a railroad conductor, milliner, dressmaker, or anyone in any occupation, trade, or profession to dread to be identified with his business; but some teachers speak with pride of being taken for something other than a teacher.

The fact is that there is no opportunity in the world of which one should be more proud than that of being a teacher.

Don't fail to appreciate the nobility of the teacher's opportunity. If you are an honor to the profession, you will honor yourself and your profession by being in the profession pridefully.

I am proud of having been identified with the teaching profession through the editorship of an educational magazine for a third of a

DON'T UNDERVALUE OPPORTUNITY

century. Occasionally I realize that some fellow would think more of me if I did not magnify my connection with the profession and with such a man I magnify all the more my association with teachers. I realize that he needs education, that I need to teach him something.

Don't fail to have prideful affection for the calling or profession of teaching.

II.

DON'T UNDERESTIMATE RESPONSIBILITY

Opportunity is only another spelling of responsibility.

Responsibility for opportunity is the teacher's new need.

Not even a mother has the opportunity that a teacher has to provide a community atmosphere for a child, to have him keep step intellectually in essentials; to have him bear and forbear in intellectual tests and contests; to match wits with boys and girls socially and financially greatly above or greatly below him; to require equality in spirit and detail of treatment of boys and girls of various races and creeds; to tone down some boys and girls and to tone up others. These are opportunities and responsibilities unknown to anyone but a teacher.

DON'T UNDERESTIMATE RESPONSIBILITY

The ideal for the teacher is like a rainbow in its beauty and variety of shade and tint, hue and tone. But it is not ideal until it is real. An ideal must be real before it is ideal. The spiritual is not spiritual until it is material. The cannon makes no noise unless there is an ear to hear.

Until very recently no one conceived the idea of riding on the air unless above the rider was a huge balloon so large that the rider and his cage, plus the light gas in the balloon, made a combination lighter than the air. There is a tradition that this fallacy was not disturbed until someone watched the flight of a heavier-than-air bumble-bee flying leisurely and easily with no wings to speak of. When the thoughtful observer said, "It is not the size of the wings but their rapidity that signifies," the solution of the heavier-than-air machine was at hand.

It was only a question of time when the Liberty motor, with its 450 horse-power, should arrive with ability to transport tons of bombs,

DANGER SIGNALS FOR TEACHERS

with ability to rise a thousand feet a minute while flying two miles a minute. It would require a string of horses a mile and a half long to pull the load that a small Liberty motor can pull. The teacher's ideal must be made real as definitely as the power to fly has been realized by the power that makes the propeller turn 1,600 times a minute.

Great as is the opportunity of the teacher, so great is the tragedy if she does not materialize her responsibility and privilege.

There would be no tragedies if every teacher were a best teacher. The best teacher would be a better teacher if she could know the best ways and means of many best teachers.

It is a tragedy for any teacher to be satisfied with anything that she can do until she has learned all that she can learn from those who are learning to be better teachers by the study of those who are the better teachers.

It is a tragedy for a teacher to be content to float in an unsteerable balloon just because she

DON'T UNDERESTIMATE RESPONSIBILITY

is above some other people. Balloonistic conceit is nowhere so fatal as in a teacher.

The teachers have an infinite number of lessons to learn in pedagogy and psychology that were never known by any writer or teacher of pedagogy and psychology before the World War. The tragedy of the day is the presence in the profession of men and women who do not want to learn the latest way to do the best things for the child, the school and the community.

The World War was a war for peace, because it was a death grapple of democracy with aristocracy. From first to last it was a war for the ennobling of the common people. The mission of the war was to provide for the nobility of the common people.

It was a war of the common people to demand public respect. It has been a wonderful triumph. It remains for education to develop self-respect of all the common people. For the first time education is recognized as

DANGER SIGNALS FOR TEACHERS

having a statesman's job in every country on the globe.

This war has placed education on the throne in all democracies. The war has made a real demand for statesmen in education.

III.

DIG IN

The World War brought us some expressions that are likely to stay with us. "Dig in" is one of them. The Germans lost both battles of the Marne because they did not "dig in." They failed to anchor their victory by making themselves safe while they waited. Trench warfare loses all its significance unless the army learns how to dig trenches over night and dig "dugouts" in a day.

With modern bombing there is slight value in making a great advance unless while waiting for the next advance the men are secure in trenches so that the horizontal fire of the enemy goes over the heads of the men, or in deep dugouts so that ordinary shells cannot tear down where the men have "dug in."

"Make all achievements safe," was Foch's motto. Nowhere is this more needed than as

DANGER SIGNALS FOR TEACHERS

a principle in education. Whatever is learned must be secure. No one needs to "dig in" and make gains secure more than does a student.

Practically nothing that is learned is secure until it is put in practice adequately. I was forty-five years old before I thought it possible for me to memorize language. The Lord's Prayer was the only selection that I knew up to that time and I used to repeat it times out of number to be sure that I could repeat it when public occasion required.

Since then I have memorized much verse and prose. It was all achieved when I realized that public repetition of anything fixed it in mind. At first it was merely four easy closing lines of "The Building of the Ship." I used those lines in a lecture until they were as secure as the alphabet. Putting what I memorized in practice would "dig it in." I then added the four preceding lines, and so on until, to my surprise, I could recite the whole poem.

DIG IN

Skill in teaching is largely in discovering how a pupil can “dig in” what he learns so as to make it permanently his.

IV.

AVOID THE RETARDER

Many a teacher keeps his foot on the retarder, never using the accelerator.

Timidity is not a good quality for any real venture.

It is said that a locomotive engineer who has once been in a wreck can never handle a fast train thereafter and is transferred to local work.

An aviator in government service fell 3,000 feet without being appreciably harmed. It was a miraculous escape and he was keener than ever for further service. He insisted that he was in nowise affected by it. He was perfect physically and could fly high and fast but, having fallen from collision, he could not play in formation and despite his vigorous protest was sent home.

The teacher who is timid, who keeps his foot

AVOID THE RETARDER

on the retarder to be ready to stop, who fears to do new things or old things in a new way is out of place in a school in the twentieth century.

Nowhere is there as great need of the accelerator as in education. The teacher was educated yesterday, the children must be educated for to-morrow. Can one imagine the ability of one who was educated in 1910 teaching children in 1920 to be equipped for action in 1930?

The physician, the lawyer, the dentist, the dressmaker, the milliner, the editor meets the needs of science, art, and life of to-day. The teacher does nothing for to-day, but everything for ten to twenty years from the day she teaches. The teacher not only needs to be up to the minute but many years ahead of the minute. She needs her foot on the accelerator and her eye on the headlight.

On modern mountain roads, at every turn there is a large mirror so that the chauffeur can

DANGER SIGNALS FOR TEACHERS

see the road around the curve. The teacher needs a mirror around the curve of time, something to show what the child will need years ahead.

V.

THE ATMOSPHERE

No teacher is a success who does not create a wholesome atmosphere for the school. No skill in teaching, no tact in discipline, no social prestige can make a good school unless there is a good school atmosphere.

This means team work. It means a spirit of pulling together; the pupils as a whole; then the pupils and the teacher; the teachers of the building with one another; and the teachers and the principal. As Kipling says:

It ain't the guns nor armament, nor fund that they
can pay,

But the close co-operation that makes them win the
day.

It ain't the individual, nor the army as a whole,
But the everlastin' teamwork of every bloomin' soul.

Nothing is so inspiring as a class atmosphere.
Nothing that a teacher can do can get as good

DANGER SIGNALS FOR TEACHERS

work out of a pupil as can a class atmosphere. There is nothing more valuable that a teacher can do for a class than to get an atmosphere that puts the spirit of the class behind all school work.

Such an atmosphere is like a large bank account that one can draw upon fearlessly when a good investment presents itself. Such an atmosphere has all the elements of the elasticity of a Damascus blade that is sure to spring back to its perfect shape no matter how much it is bent.

No school is alive that cannot be free to laugh if occasion arises for a genuine laugh; that cannot be free as childhood itself; that cannot relax as easily as it works. No school can be alive unless there is an atmosphere that makes it as elastic as a Damascus blade. The magical success of Shakespeare's plays is largely in the relaxation that comes occasionally to let up the intensity. No intense interest can be sustained. The violin strings

THE ATMOSPHERE

are loosened when they are not being used.

Nothing can make a school a success if it is kept intense for a half day. If there is no recess out-of-doors there must be a complete relaxation every thirty or forty minutes, and it must be a relaxation that is enjoyed by the pupils. With the atmosphere right such relaxation is easy.

At a great fair in 1917 there was a milking test, in which twenty boys and girls were competing for the prize. These boys and girls had won a first or second prize in the ten states represented at the fair. They were lined up, twenty feet from the cows, each of which had been a prize winner as a dairy cow. Each cow was ripe for the milking. Twenty feet back of the milkers were twenty milk pails of the latest pattern. At the signal the milkers went for their pails and then to the cows.

A lad made a sprint for a pail. He then made a rush for his cow and was the first at the milking.

DANGER SIGNALS FOR TEACHERS

A girl walked leisurely for a pail that she might not get excited, then leisurely to the cow that she might not excite her. When she reached the cow she patted her forehead, put her arm around her neck, ran her hand magnetically along the side of the cow, and was the latest at the milking; but she was the first to rise, the prize winner. The hustling boy was the last up. He had no atmosphere and had to pull every drop of milk from the irritated cow. The girl had the atmosphere and the milk fairly flowed into the pail.

There are both kinds of teachers. The irritating teacher ignores an atmosphere, enjoys sarcasm, stirs a class up resistantly, and is usually conceited enough to think she is a success because she is a hustler. She has "order."

The quiet teacher has an atmosphere. Every child is studying, is attentive to the lesson, thinks clearly and alertly, and enjoys every subject because he knows every lesson. The teacher who gets an atmosphere is above

THE ATMOSPHERE

price. She is a prize to any community. Her school typifies heaven with its harmony, peace and joy. We forbear to carry out the figure for the other school.

VI.

THINK IN LARGE UNITS

My inspiration to think in larger units came from a wayfarer, a man of wide experience and much wisdom, a stranger with whom I chummed on a long cross-continent trip, who remarked that the difference in men was in the size of the units with which they measure. Using *inches* one must confine himself to short lines; with *feet* he can measure a longer distance; with the *yard*, the *rod*, the *mile*, correspondingly larger distances. He remarked that only one man, Cecil Rhodes, thought in world units. I appreciated this when in his will Mr. Rhodes provided equally for youth of four great countries.

Teachers must think of boys and girls out of school as well as in school, of to-morrow as well as to-day, of the after-graduation life as well as school life.

THINK IN LARGE UNITS

I have a friend who is greatly interested in raising flowers for the market. He specializes in bulb plants. He will hold a bulb and talk about it with ardent devotion. I see only the bulb which has neither form nor comeliness, but he sees in it the length of the stalks, the number of blossoms, their size, their color, and the single or double variety. There is nothing of beauty in the perfect flower that he does not see in the unattractive bulb.

There are teachers who have such a vision of a boy. They are in no wise troubled by the mischief of to-day, nor seriously disturbed by inability to spell cantankerous words. They see something worth while in a boy who raises prize winning rhubarb even if he trips on the spelling of it.

One cannot putter if he thinks in large units.

Mrs. Bessie — has the record, so far as we know, in ability to see a boy's future vividly despite present conditions. We have been interested in her school since, in 1905, she took

DANGER SIGNALS FOR TEACHERS

charge of unconventional boys in a little building in the yard of an elementary school of 2,000 boys and girls from a most unconventional locality. She has only those boys who have resisted every influence of school.

One day a boy, whom we will call Joe because that is far from being his name, came to school twenty minutes late. He came on roller skates, which he wore through the forenoon.

Mrs. Bessie merely looked at the clock. So did Joe.

"Yes, twenty minutes late. I was to be the first boy here but I met a fellow with these ball-bearing roller skates and he wanted to dicker and finally I bought these ball-bearing roller skates for one-fourth what I can sell them for, and I couldn't pass that up for twenty minutes in school."

Mrs. Bessie put her arm around him and said, "I'm glad you didn't pass that up."

The reason I knew about it is because a

THINK IN LARGE UNITS

friend, an educator, who was present told me of it. That was more than he could stand and walking up to her he said most sternly, "A thing like that would demoralize any school."

She coolly replied, "Any school that can be demoralized by saving a boy will demoralize boys all the time."

When next I was there I said, "What of the boy with the roller skates?"

She told me the story as only she can tell a story of her boys. The boy had been with her for four weeks without the slightest improvement. He still loafed in pool rooms, drank beer, smoked cigarettes, and played craps. She had made no attempt to "reform" him because she could see no "opening" for such an attempt until that morning.

Mrs. Bessie did not think of the tardiness, nor of the roller skates in school because she saw her opportunity. After school she said, "Joe, you will be a business man and a very successful one. Any boy who likes to dicker

DANGER SIGNALS FOR TEACHERS

as you do will always buy and sell, and one who can buy for a fourth what he can sell for will be a great success."

From that day, because of the roller skates, the "twenty minutes late," and a teacher who improved the "opening," Joe has never wasted a minute loafing, has never tasted beer or other wasteful drinks, has never touched cigarette or other narcotic, has never played craps or gambled in any way, not even "betting on election" as he proudly boasts. He is successful in business.

A putterer would have fluttered and sputtered over those twenty minutes and those roller skates and would have given Joe an extra shove down the toboggan on which he was already making good time.

VII.

DON'T NAG

Nagging is first cousin to Lagging.

No efficient teacher either lags or nags, but all the setting of the school promotes nagging, as all the traditions favor lagging.

The abolition of the rod promoted the use of the goad.

Thrashing in "ye olden time" was largely the manifestation of a nervous disease on the part of the teacher.

Usually the birch was for the relief of the nervous tension of the teacher rather than for the improvement of the pupil, and nagging is the legitimate activity of the teacher who cannot whip when the spasm for nervous relief comes.

Nagging is to whipping what the snapper is to the lash. It never stings but it tells what it would like to do if it dared.

DANGER SIGNALS FOR TEACHERS

The horses give attention to the snapping of the lash if it rarely snaps but give no heed if the driver continually snaps the whip because he enjoys doing it.

So a sharp, decisive, incisive warning brings a child or a school to immediate attention if such warnings are rare but when a teacher has the habit of warning snappishly for her own pleasure it becomes nagging and is for her delectation and not for the child's reformation.

The late James M. Greenwood, for thirty-nine years school superintendent of Kansas City, Missouri, and an attractive and wholesome educational lecturer, told this story:—

He was in a school room in another city when a teacher threatened a boy with dire and dreadful consequences if he ever "did that again." As the boy seemed wholly disinterested and continued the forbidden attitude, Mr. Greenwood sided over to him and said, "Did you hear that threat?" "Oh, she's just chewing the rag," said the unconcerned lad.

DON'T NAG

Nagging makes a teacher ridiculous, the joke of the school.

One of the chief editorial writers of America used the following illustration in an Editorial Association address:

An American of distinction was visiting in a large Oriental inland city. The American residents planned a banquet in his honor. As he was going to the banqueting place he saw a native woman throw a baby into the canal. Regardless of the effect upon his evening dress he leaped into the canal and saved the life of the child.

As he returned to his hotel to exchange the despoiled evening dress for a business suit he thought of the new and impressive speech he would make as he explained why he was without the wedding garments.

On the way a second time he saw another woman throw a baby into the canal, but despite the fact that it was his last suit he rescued the second child regardless of consequences, and

DANGER SIGNALS FOR TEACHERS

walking back to the hotel planned a thrilling letter which he would send as his excuse for not appearing at the banquet given in his honor. But he discovered an odd pair of trousers and an inappropriate jacket, and sallied forth again with a new address for the occasion.

Another woman threw a baby in the canal. "Oh," said the American, "this is a habit they have here," and he made a humorous speech instead of the thrilling one he had earlier anticipated.

If a teacher realizes the uselessness of nagging he will eliminate it.

VIII.

DON'T BOSS

The school conditions make the habit of bossing easily acquired. It is the short road to apparent success. Leadership is a long way, bossing is a short way.

I have seen them tame wild horses in a corral in Arizona. Horses that had never known shelter, had never smelled grain, had never felt the hand or heard the voice of man had been corralled.

A mounted master with the lasso singled out a horse for the taming. One lasso caught the nigh fore foot as the animal trotted around the enclosure, another went over the head. Then the first lasso was skillfully thrown over on the other side of the horse and like a flash of lightning one rope threw the horse with a crash and the other choked him breathless. Then as the almost lifeless horse lay there the tamer

DANGER SIGNALS FOR TEACHERS

loosened the throat leash a little to see if the spirit of the animal was all gone. Then before he breathed naturally he was bridled. The animal was conquered and led out. He was subdued forever, but he was never much of a horse. He was safe but spiritless.

I once saw the world-renowned horse tamer make an equally wild horse safe and at the same time more spirited than ever. He was longer about it than the tamer of the plains, but he had a radically different product when the taming was over.

Bossing is the short route to control, but leadership is the only sane way.

Some years ago a contractor was relaying the Burlington tracks near Shenandoah, Iowa. A gang of twenty men were doing the work.

One morning Mike, a popular member of the gang, was promoted to be foreman, and all rejoiced. It was a day of delight for all until the noon hour when Mike said:—"You are all discharged."

DON'T BOSS

"Oh," they said with one voice, "we have had such a happy forenoon, Mike."

"This is business and not sentiment. Do you understand that you are all discharged?"

"Sure, if you say so."

"Then come back at one o'clock. I wanted to show my 'authority.' "

In the very nature of the case a teacher feels the necessity of showing "authority."

But this is not the age of the world for the reign of the boss.

The sudden collapse of the Kaiser was at the same time the collapse of Germany, the collapse of autocracy everywhere, the collapse of bossism in school and out.

IX.

DON'T PUTTER

There is every temptation for the teacher to putter. There is less temptation for the principal and superintendent, but whoever deals with children in an authoritative or autocratic way is tempted to putter.

Puttering in school is in the same class of activities as the aimless whittling of a loafer in a country store. There is real pleasure in whittling for the sake of whittling. It takes no skill to whittle as it does to make something. Whittling is a brainless activity, but it satisfies the desire to whittle.

It requires neither skill nor brains to putter and it satisfies a craving to make children do something under your direction.

A whittler always has a sharp knife and always has his eye out for a piece of wood that is good to whittle. Sometimes he makes a

DON'T PUTTER

smooth, blade-like product and sometimes it is a pointed product.

All whittlers are proud of the keen edge of the knife and skill in selecting good wood. In the same way a putterer has a keen mind even if he uses it to no purpose. He is brilliant in the art of showing off the good-for-nothing product. And he has the art of selecting brilliant children upon whom to demonstrate.

He is a keen critic of petty things.

I knew a man in official school work who puttered over pronunciation. I recall an instance in which he condemned a man infinitely more brainy than himself because he mispronounced *Italian*. I never had a conversation with him that he did not condemn most educational workers because of some mispronunciation. He swore by Worcester's dictionary and swore at Webster's because Webster's dictionary allowed a second pronunciation in many cases.

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There are teachers who putter over English, over finicky English. A teacher with the reputation of being the best teacher in the city corps had an eighth grade in a school that had never sent a pupil to the high school and her class had a few star pupils who did brilliant stunts in demonstrating ten uses of the nominative case.

There are teachers who putter over arithmetical explanations. Half a year's time is sometimes wasted trying to have the class explain why they invert the divisor in division of fractions.

I was once on a city board of education in which the course of study had the sixth grade spend a year on fifteen pages in percentage, puttering away on base, rate, time, etc. It was impossible to get any change until I selected from their own text book one example from each "case" and gave them to the freshman class in high school with less than 50 per cent. result. These same children had made a

DON'T PUTTER

brilliant showing in those stunts two years before.

Some teachers putter over discipline. In a city within twenty miles of Boston, within ten years, a boy of ten years failed to come home to supper. Not only could he not be found but no one had seen him since school was dismissed. The police were sure he had been kidnapped. The mother was frantic. The police for twenty miles around were watching for a small boy with a strange man or woman. The Boston papers the next morning had his picture on the front page with a thrilling account of the kidnapping.

The principal went from room to room warning children never to be alone, and never to go with a stranger.

Early in the session the teacher went to the book closet, unlocked the door and the boy rolled out.

"Oh!" said the teacher. "Oh!" said all the children.

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Then she and they recalled that in the afternoon of the day before this lad was reading a book not in the school course.

“Shut that book,” said the teacher. He did it slowly that he might finish a thrilling paragraph, whereupon the teacher marched him to the closet, locked the door and forgot him, as did all the fifty children who saw this case of “discipline.”

X.

TOM, DICK AND HARRY

A state agricultural college demonstrated on the effect of feeding pigs. There were three pigs of the same litter, an unusually fine strain of Duroc-Jerseys. They were named Tom, Dick and Harry. From the weaning in March to October, a little more than six months, they were fed on three schemes.

Tom was fed eight kinds of grain, scientifically selected. The grains were balanced by the scientific principle for balancing feed. There were eight shoots providing grain in each of eight troughs. Tom had the privilege of taking much or little of each. It was grain feeding science raised to the n th power.

Dick had the same grains, provided in the same way, but he also had fresh alfalfa served him several times a day.

Harry had the same grains as Tom and Dick

DANGER SIGNALS FOR TEACHERS

and they were fed to him in the same scientific way, and he had alfalfa fed him whenever it was fed to Dick. But it was assumed that he might get tired of grain and alfalfa, just as it had been assumed that Dick might get tired of a pure grain diet, so that when Harry was weary of both grain and alfalfa he found the gate ajar and walked out of the pen into the pasture and rooted round and got some things not in the course of study.

Tom gained 94 pounds, but the grain cost 22 cents more than he was worth. Dick gained 200 pounds and Harry gained 324 pounds.

I saw Tom, Dick and Harry at the state fair. I had been at the agricultural college and knew all about the experiment. I learned nothing new about them at the state fair, but it was a satisfaction to see handsome little Tom, dignified Dick, and the immense Harry. I did a little pedagogicalizing.

Tom was the bookish fellow. He had a

TOM, DICK AND HARRY

classical, scientific, or mathematical "training." He was scholastic to the limit. He had all the learning that books could provide and he was the slickest, neatest of the three.

Dick had all the book learning that he could take, and he had it seasoned with Manual Training, Domestic Science, School Gardening, Home-School Projects, Supervised Play and much other alfalfa stuff.

Harry had all the book learning intended for him and all the supervised education he could use—agreeably and profitably, and he had opportunity for abundant initiative.

It is the teacher's privilege above that of anyone else to adjust the proportions of book study, supervised activities, and the initiative of children. There are a few Toms, more Dicks and many Harrys in every school. Give them all an opportunity.

XI.

PROBLEM VS. EXAMPLE

Every problem is unsolved. When a problem is solved it ceases to be a problem and becomes an example or a series of examples.

An example is mechanical. A machine can perform any example. No intelligence is required to perform an example. There are machines that can add, subtract, multiply, divide, compute interest and perform other examples in mathematics faster than man and with absolute accuracy.

But no machine will ever be made to solve the simplest problem. For instance, no machine will ever be made to solve this problem: "If 3 oranges cost 24 cents how many cents will 17 oranges cost?" When the two examples are stated as the solution of that problem a machine can divide 24 by 3, and multiply 8 by 17, but it can never tell how to get the 8.

PROBLEM VS. EXAMPLE

Every child is a problem in school and out. Any child can produce a problem in discipline, in reading, in spelling, in number work, and in any required duty. Any day in any school, in any community, any parent can present a problem for the teacher, the principal, the superintendent, the truant officer, the board of education, or the court.

The superintendent of a city of half a million people, in February, 1919, went to Chicago to attend the meeting of the Department of Superintendence. He left a school system running as smooth as any perfect machinery in the world. When he returned a few days later he found a school in turmoil, pupils refusing to be vaccinated, the school demoralized, the examinations and promotions involved, and the entire school department at its wits' end. Several problems had been created in a day that had never been presented in that form in that city before.

At Camp Lee, Virginia, and other officers'

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training camps, they made better second lieutenants in four months than West Point ever made in four years. But men were not trained to be generals, brigadiers, colonels, majors, captains, or even first lieutenants as men are trained at West Point. At Camp Lee they solved the problem of training second lieutenants so thoroughly and efficiently that if they had it in them they could learn how to be a first lieutenant, a captain, a major, a colonel, a brigadier, a general.

Teacher training schools teach young men and women how to begin teaching and inspire them to keep on learning how to solve school problems all up the line. The mission of a teacher training institution is to teach students how to learn how to teach after they begin to teach. Teaching is a new art every year with every teacher.

It is said that Foch gave fewer and briefer orders than other great military commanders. He told the commander of a department what

PROBLEM VS. EXAMPLE

he wanted him to achieve and then said, "This is your *opportunity*. *Make your brain work.*"

The teacher's school problems, the principal's problems, the superintendent's problems, the board of education's problems are *opportunities* to make their brain work.

The educator of high or low degree finds opportunities every day, great opportunities occasionally.

As the guest of a successful cotton planter in South Carolina I heard him explain the element of success in fertilizing.

The man who puts all his fertilizer in when he starts his crop will raise half a bale to the acre and always be poor. The man who applies the same amount of fertilizer four times will raise a bale to the acre and be rich. There are four needs of fertilizer:—to start the growth; to produce plant; to stimulate the plant at budding time; to increase and perfect the yield of cotton.

The teacher who gets all his preparation as

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a student will be a half-bale-to-the-acre teacher and will always be a poor teacher. A doctor of philosophy on a hundred per cent basis will be a chump in the school room if his education ends with the getting of his doctorate.

XII.

LESSONS FROM THE WAR

In the Industrial Education War Schools they made expert artisans in eight weeks.

The auto-mechanics school interested me most. The achievement in efficiency was beyond description. One cause of the phenomenal success was the fact that no student was allowed to study a *dead motor* two days in succession. On one day he studied a motor from designs, from drawings, from taking the motor apart and seeing how it was made. The next day he studied that motor in action, with the power on. The third day he understood the dead motor better and appreciated it more.

No one ever really learns to teach till he has live boys and girls in action with the power on.

It is safer and easier to study about teaching in a class of adults, but it does not materialize in power to teach until one has the re-

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sponsibility of the opportunity to make his brain work.

Seeing children take shape physically, intellectually, behavioristically under your expert guidance is the greatest of human luxuries.

A successful poulterer will never put an egg that is two weeks old in the incubator, the first week is better than the second. The fertilization of the egg loses its vitality rapidly after the first week.

A teacher needs to be a student of live issues. Needs to read and study the best things being done in the best way this year. Every teacher needs to see how live teachers are doing live things to-day. Every teacher needs to read about the real achievements of really vitalizing teachers with the most vital problems of to-day.

No course in education in any institution gives sufficient professional fertilization to fructify professionally after a year or two. It

LESSONS FROM THE WAR

is as impossible for a teacher to bring forth adequate educational results from a year-before-last notebook as it is to hatch chickens from cold storage eggs.

All the conditions tend to promote lagging on the part of a class room teacher and the tendency increases in geometrical progression with lengthened service unless she exercises great and persistent resistance. The woman teacher who welcomes progress more and more as the years of service grow is a brilliant heroine.

The grip of the yesterdays is gravitation raised to the highest power. The nearer a teacher gets to the end the more intense the grip.

The World War and the Armistice, both of which were tragically unexpected, have made speed more necessary and lagging more tragic. No one can be in the game of 1919 and beyond who thinks in units of 1918 and before.

XIII.

THE PSYCHOLOGY OF THE NEW

A live tree grows at the top of every branch.

No new growth that is seen is of any value for wood or timber. But unseen there is growth to the very roots.

Those tender, frail, woodless, little, new twigs are putting a most valuable girdle of choice timber on every foot of the trunk of that tree. Without the newness of those valueless twigs at the tips of every branch the mighty forest tree would make no timber. That giant of the forest can make no more timber than can Bunker Hill Monument except as it is made by the yearling growth, which in itself is no more timber than is the lightning rod on the monument.

The lumberman never measures those things. He does not even guess at their length or thickness, but he does take a half inch core

THE PSYCHOLOGY OF THE NEW

through the growth of the last three years a few feet above the ground. He estimates mathematically the amount of timber made in those three years by multiplying the wood in the girdle of one foot by the height of the tree, allowing for the tapering of the tree. The lumberman knows that the growth which he sees is of no value, that to measure it would be a fool's folly, but he knows that what those twigs do for the timber in that tree has a positive cash value.

The teacher who does not do some entirely new thinking, who does not have some radically new ideas, who has not some strictly new vision, aspiration, is as dead as a twigless tree.

There is nothing measurable in the newness. It is folly to try to market her inspiration, but it is that fresh, frail, faddish notion of hers that makes timber in all the work she does in the routine hours of every school day.

The multiplication table has staying qualities if the teacher has discovered that there is

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rhythm in number. The spelling lesson is a thing of joy if she has discovered that centuries ago *cowen* was the plural of cow, and that *oxen* remains the plural of ox because the influence that made the plural of cow regular could not affect the peculiar ending of ox.

It is not the value of the new thing that is valuable, but it is what the coming of the new does to the old that has infinite significance. The new is as indispensable in pedagogy as new blood is to the human arteries.

It is feeble-mindedness that seeks to measure the value of the inspiration of the teacher, but prefers a tree that is dead because there are no waste twigs on it.

It is imbecility that thinks the value of inspiration is in the exuberance that responds to the faintest suspicion of the murmur of a breeze. Teaching without inspiration is a petrified tree, interesting as a curiosity because it retains the form of a thousand years ago without having had any life for a thousand years.

XIV.

DON'T BE ARISTOCRATIC

The Armistice, November 11, 1918, gave the world a real democracy, the first real democracy.

Democracy has been a delightful thing for aristocracy to talk about, but no aristocrat can be a democrat. It is like having midday at midnight by using electric lights.

A hen will lay more eggs if you shorten her winter night an hour each end by the use of electric lights, but you cannot promote the growth of a plant or the ripening of grain without real sunlight.

Aristocracy can improve conditions somewhat by the patronage of the financially and socially elect, but you can never promote democracy in that way.

It is a good thing to improve housing conditions by aristocratic supervision and appro-

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priations just as it is a good thing to prevent hens having a too long, idle night by prolonging twilight and dawn by the deceit of the artificial light. A hen is just stupid enough to be camouflaged in that way, but you never fatten a hen by such deceit. You get more eggs but not more meat.

So you can get more work out of "help" by improving physical, social, industrial conditions, but you do not create democracy.

Democracy is impossible except through the creation of democracy by public respect for the common people and the self-respect of the common people.

Adventure of the people and not the patronizing of the people makes democracy. Anything said about democracy for the gratification of aristocracy is like giving a girl bright eyes with belladonna or rosy cheeks with artist's pigment. Lowell said:

"Tain't a very knowin' kind of cattle
That's ketched with mouldy corn."

DON'T BE ARISTOCRATIC

and 'tain't an admirer worth having that's "ketched" with belladonna eyes or painted blush. So 'tain't a democrat worthy the name who's "ketched" by the patronizing air of aristocrats.

Aristocracy on dress parade, masquerading as a Depot Brigade of Raw Recruits never makes democrats. The teacher who is at heart an aristocrat cannot develop democracy.

PART TWO

DANGER SIGNALS OUT OF SCHOOL

XV.

THE THREE DANGERS

Even before the war Danger Signals had been installed for almost all lines of business and professional life. In one city the mayor and his law firm were disbarred from the profession for practices not seriously dangerous in that city a few years before.

There are professional dangers for teachers for which no Danger Signals are provided.

In the agricultural and horticultural world the besetting dangers to crops are classified as *external* and *internal*.

The *external* are insectivorous and are dealt with by sprays and other external treatment.

The *internal* are bacteriological and are dealt with by means of internal or germ treatment.

We follow the same suggestion in dealing with the teacher's professional dangers. The

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external, or out-of-school dangers, may be classified as *Enemies, Friends and Public Sentiment*.

The teacher's personal success and public usefulness depend more upon heeding these three Danger Signals than upon any classroom psychological principles or pedagogical methods and devices. Where one teacher fails of success in school by error in teaching many fail of public usefulness and professional success by failure to heed the out-of-school Danger Signals.

XVI.

ENEMIES

The term "enemies" may be too strong a term, for it has in mind chiefly the teacher's critics of her life out of school. It is amazing how much trouble idle gossip can cause a teacher, man or woman, but especially a woman, and particularly in a rural or village community.

A multitude of teachers fail every year because they forget that they are sure to have critics in the community.

A woman plunges into the new life in a new district as heedless as a novice sets sail on a squally lake with his sail fastened, adapted to the fair breeze. Practically every life lost from a squall on an inland lake is due to the fact that the skipper does not realize that his lovely, lively, fair breeze may at any moment turn into a death-dealing squall. It takes a

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very little squall to capsize a sailboat on a lake unless the skipper holds the sail so that he can loosen it entirely in a second. Anyone who fastens the halyards on a sailboat on an inland lake courts disaster.

It is equally true in the case of a teacher setting sail in a new community. This is no less true of a superintendent. We have known hundreds of superintendents in our experience who sought a new field of labor because of some slight annoyance where they were, and got a new superintendency light-hearted, feeling sure that they had escaped all troubles because they had fled from irritation which was really trivial.

There is no public or semi-public position of any kind that is not beset with critics that can be most annoying.

A woman teacher may have an enemy because she takes the place of a woman who had ardent friends; because she is the choice of a member of the board of education who de-

ENEMIES

feated a member of the board who had devoted friends; because she comes from the wrong college or normal school, or because she comes from no college or normal school; because she is of the wrong political party; because she belongs to the wrong wing of a political party; because she goes to the wrong church; because she does not go to any church; because she boards in the wrong place; because she wears her hair over her ears; because she does *not* wear her hair over her ears; because her dress is too high at the bottom, or at the top.

The woman does not live who can go into any community and begin a term of school without facing critics. To deal wisely by the critics is high art for a teacher, man or woman.

Two pieces of advice are entirely safe: First—Know who the critics are, know what their criticism is, know why they criticise. Second—Don't be worried about any of them. Try not to let anyone know that you know

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anything about it. Do nothing to mollify their criticism, but *be extremely careful to do nothing in any other way to offend them.* All that your critic really expects is that she can so annoy you that you will do something else so that she can *accuse you of being her enemy.*

No enemy can harm you because of her enmity to you, but she can ruin you if she can justly accuse you of being an enemy to her. *It is your enmity to her that harms you and not her enmity to you.*

XVII.

FRIENDS

A teacher in a new community has more to fear from her friends than from her enemies.

The exuberant firstlings, those who greet her ardently, are liable to have as a motive for their early friendship the enlistment of her friendship in their campaign against someone with whom they are socially, religiously, fanatically at war.

Anyone can tell a story about an enemy so clearly as to deceive the very elect. It is quite natural for anyone inexperienced in worldly matters to be socially poisoned by the gossip of the first comer. The dangerous phase of this is that the woman who seeks to poison your mind poses as the Prime Minister of Virtue.

The term propaganda has a new meaning since the World War. Germany spent mil-

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lions in seeking to prejudice classes of people in the United States, and with much success. The people who influenced others most dangerously received none of the millions, but someone received a good share thereof, no matter how far back from the real danger. As always, the victims of the paid propaganda posed as the quintessence of virtue and they deceived themselves into the conceited belief that they alone were virtuous.

We have never chanced to know a rural or village community that was not ripe for a social, civic, or religious catastrophe because of an inherited community cleavage.

Off the coast of Maine are many islands, one of which is large enough to have a physician who was permitted to charge an extra fee whenever anyone was sick because the people as a whole were so well. He was the first physician to live on that out-to-sea island. After many years he took six months off in order to attend a medical school for the mod-

FRIENDS

ernizing of his practice. He arranged with a recent medical school graduate to take his practice while he was away. As a result the young physician made ardent friends so that when the original physician returned the young man staid, and a third physician came with the hope of "the better class" that, being neutral, he would wear the others out, and for many months three physicians were starving to gratify the devotion of their friends.

We went with school officials to give the first lecture ever delivered on that island. Everyone wanted the lecture but we were met at the boat landing with a demand that we should announce where we stood on the physician row, and because we would not do so we had no audience. Had we lined up with any one of the three physicians we would have had an intensely devoted audience of about one-third of the population.

The new teacher is a great asset to any side of any row, and she will be immediately

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befriended by someone whose chief interest is in securing the new teacher as an ally in one cause or other.

The one safe principle of action is *to inherit no prejudices of your friends.*

XVIII.

PUBLIC SENTIMENT

The real danger to any new teacher comes from the prejudice of public sentiment.

We are fully aware of the trouble that awaits us with some of our readers in the presentation of this Danger Signal. The retorts usually hurled at one who says what we are about to say is, "Does one surrender his manhood when he becomes a teacher?" "How can a man teach freedom when he is himself a slave to public opinion?" What we say is mere *opinion*, and there is no desire to appear even to pretend to any authority or superwisdom in the matter. The *reader's opinion* has as much weight as the writer's, so no harm is done by giving the writer's opinion.

A teacher is different in her relation to the public from the stenographer, dressmaker, milliner, or wife of a banker.

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The teacher has an opportunity to have more influence over the boys and girls of the community than has any other person in the community. She is paid for the opportunity to have that influence instead of paying for the opportunity. She is paid by everyone in the community for having the opportunity.

She has a responsibility to all the community for not misusing or abusing her opportunity. Every state requires that she give bonds, virtually, that she will not abuse it so far as moral influence is concerned. No board of education, state, county, or municipality in America has a legal right to certificate or employ any man or woman as a teacher without adequate evidence that the one employed will not only not exert a harmful influence, but that he will exert a positive moral influence.

No person accepting a position as a teacher has any right, moral or legal, to exert an immoral influence. In no state, county, or municipality has the teacher the right to be

PUBLIC SENTIMENT

the judge as to what is immoral. As a matter of fact the public, through public sentiment, is virtually the judge in matters that have never been passed upon by the courts.

The courts have ruled, undoubtedly, that a teacher shall not treat pupils in school to wine, but they have not, so far as we know, passed upon the question whether or not a teacher can be adjudged immoral if he takes a glass of wine in the home of the judge. Courts have passed upon the immorality of a man's embracing one of his pupils in the class room, but they have never passed upon the question of a man's dancing with one of his pupils at a reputable social party. The courts have, presumably, passed upon the immorality of a teacher's playing cards in school hours with his pupils, but we know of only one state in which it has been adjudged immoral for a teacher to enjoy a whist party.

There are many acts of a teacher out of school upon which public sentiment can alone

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be the judge of conduct. It is entirely easy to decide when public sentiment is very decidedly on one side of the question.

Often have we had it said to us because of our expressed attitude on this question, "Haven't I as good a right to dance as anyone?" Certainly, there's no question about that, but if your school is in a community that very generally objects to dancing the question is not whether you have a right to dance but *whether or not you have a moral right to teach school in that community and dance*. If you care more for dancing than for teaching, why not become a dressmaker or a stenographer and dance uncriticised?

But in most communities there is no overwhelming public sentiment on dancing, card-playing, or theatre-going. Here the case is quite different. The churches in the village are about equally divided in their practices and in their teaching. In such a community there are persons who think it highly immoral to do

PUBLIC SENTIMENT

any one of these things. There are others who think it is highly important that the community be lifted out of its traditional superstitions.

Here a teacher's responsibility is great. Just as a suggestion, and not even as an opinion, we would say that whatever the teacher's practices or convictions he *should not be a propagandist*.

PART THREE
OTHER DANGER SIGNALS

DANGER SIGNALS FOR TEACHERS

The soloist's drill is for the stage thrill, she drills for the thrills.

XX.

PERFECTION OF TECHNIQUE

The drill is for technical accuracy, which can only come from persistent and insistent disciplinary training. There is no poetry in securing accuracy. Technique is perfected only through infinite attention to every detail. There is nothing hearty about the practice for perfection.

The soloist endures the utmost drudgery of practice for perfection simply because she has the intense devotion to her aspiration for personal success before the public. The investment of time, patience, and money is in proportion to her faith in ultimate triumph as a soloist.

Drill means skill and the soloist knows that skill is proportioned to the drill.

Pupils must understand early that there is no success in life that does not rest upon the

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complete mastery of the technique of the work undertaken.

Probably the most compelling illustration with boys is the zeal with which a successful baseball player practices. The boys themselves practice without limit in any athletic feature in which they are to compete. No boy would think of asking for a place on a baseball nine unless he had mastered every detail of the latest rules; unless he knew that he was a fairly good batter; unless there was some place in the game for which he had prepared himself. He must have demonstrated his interest in the game by the sturdiest kind of drill.

The boys know that no team will go to the bat in any game until every player has had fresh practice with the bat and with every kind of a "ball." The boys know that while the game is in action every man who is liable to be called to substitute as pitcher is practicing on the side line while the game is in progress.

There is slight use in insisting that a boy

PERFECTION OF TECHNIQUE

learn the multiplication table or his spelling lesson until he appreciates the significance of drilling for perfection in technique. To inspire a boy with a real desire to write a good letter, to be accurate in computation is worth a thousand times as much as to irritate him because he fails to secure accuracy.

Take time to impress upon boys and girls the relation of the drill to success in every phase of life. Unless a teacher develops skill in inspiring children to be willing to drill for perfection in technique she is not much of a success.

XXI.

THE AWKWARD SQUAD

The American boys *over there* were wonderfully prepared for every phase of their duty. The training for this war was no more like training for any other war than drilling wheat into the field by a machine is like the old-time way of scattering it by hand. Destruction was conducted by modern, large scale methods.

One feature remained virtually the same in 1918 except that the speed was different. In 1861-5, before and since, there was an *Awkward Squad* to break in. The men were ununiformed and unequipped but they learned to stand erect, to mark time in time, to keep step in march, to keep in line, to face and to face about, to count off, to form in twos and fours, to countermarch, to wheel, and do all sorts of maneuvers. At first the fellows are awkwardness personified. But as the awk-

THE AWKWARD SQUAD

wardness wears off they genuinely enjoy their ability to do it right.

In the first grade of school there is a lot of this Awkward Squad work to be done, and in every grade there is more of it than is usually appreciated. Promotion from grade to grade means more than getting a different chapter in a course of study.

Every child is born again in a year's time. He has new views, new tastes, new talents, new emotions, new social standards. Success in teaching demands appreciation of the Awkward Squad feature of each new school year in a child's life.

Children must be made to understand this change in their life. We have just begun to appreciate the significance of adolescence, but few appreciate that somewhat of the same change comes in every year of every child's life. It does not manifest itself in the same way, physically, but it is as real socially and intellectually. The things that the course of

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✓ study does not mention are really more significant to a child's future than anything that it does mention.

Every school year brings an Awkward Squad to every teacher, and in a new way each year the child must be "whipped into line," figuratively speaking.

It is necessary that the children see how genuine and great is their improvement in the new social relations. The children will be as gratified with their new attainment as is the Awkward Squad in the army camp.

XXII.

CHANGING TEACHERS EACH YEAR

There are always those who are arguing that there is great disadvantage in the change of teachers each year of a child's life. Such critics have but one angle for their vision. There is a gain in continuing a teacher with a class, but there is also a loss.

A child is radically different in September, 1920, from what he was in September, 1919, and equally different in September, 1921, from September, 1920. Not every teacher appreciates this difference. Some teachers think the chief difference is that the children use a higher book in English and number than the year before.

The teacher who has had a fifth grade three years realizes the special characteristics of boys and girls of that age. There are disadvantages in a teacher's being long in one

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grade. She is much inclined to putter, but there are distinct advantages in her knowing the characteristics of a boy of ten.

Never forget that there are physical, intellectual, social changes in every boy and girl every twelve months. They are not as tragic nor as conspicuous as in the case of the adolescent but they are as real. The education of a boy and girl must be adapted to each year.

XXIII.

EQUIPMENT FOR APPRECIATION

Drill is fundamental, but it can never make a soloist. It is the frill of the drill that gives the thrill of a solo.

What drill is to technique, adaptation to public moods is to public appreciation.

Nowhere in life is there success to one who does not cater to the people who are particular. Every business man appreciates this. In a large city the man who "trims the store window" at night is one of the high-priced men in the establishment. Any department store in a large city would go into bankruptcy if it did not know how to have attractive windows; if it did not succeed in putting before the public what the public wants that day. The display man studies the taste of the public from day to day. All advertisements are prepared with the same skill. Whatever a store has in

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stock that has passed the day of public appreciation goes upon the bargain counter for whatever it will bring.

A popular magazine will sell thousands of copies more if the cover is one that catches the eye of one who is undecided what magazine to buy. The cover maker is one of the high-priced men in the magazine business.

It pays for a teacher to take all the time needed to awaken in the pupils an appreciation of the significance of appreciation.

The soloist caters to particular people. She keeps a complete record of her appearance every time she is in any city. She arrays herself for the admiration of those who notice every slightest detail. The frill of the soloist's preparation is as vital as the drill in her training. The thrill for which she lives is the acme of accuracy in drill and of attractiveness in frill. No drama can be a success that does not offer the best of opportunity for effective gowning. A well-known play was accepted

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by the "manager," and an advance price paid for it, with a contract that it should be put on within a given time. No woman would take the star part until the playwright recast it to give an opportunity for adequate effect to form, figure and gowning of the solo feature.

The teacher will not succeed unless she can find a way to impress upon the pupils the need of being attractive to those who are to provide their opportunity.

XXIV.

SIGNIFICANCE OF APPRECIATION TO THE SOLOIST

The test of education is appreciation. "As a man thinketh in his heart, so is he." A man's life can rise no higher than his aspiration, and his aspiration will be no higher than his appreciation.

Appreciation is the real thing while aspiring to the ideal thing. Appreciation of good roads in Minnesota and Kentucky, while aspiring to walk the streets of gold in the New Jerusalem is what makes Heaven here and hereafter. Appreciation is clean windows and walls in the schoolhouse to-day while praying for a ticket to see the chalcedony and jasper, emeralds and pearls by and by.

Appreciation is always looking forward and not backward, always advances and never retreats, always enhances values.

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✓ Earth is heavenly to every man who is on the way to Heaven. It is the other thing to the man who is on the way to the other place. Appreciation is the Kingdom of Heaven within us. The same sun that lifts the blade deepens the root. The same air that invigorates the leaves strengthens the roots. Weeds are weeds and vermin are vermin because they are not appreciated.

You can pile chemical fertilizers inches deep about a plant, and it is as useless as sawdust until it is so dissolved that the rootlets can take it up, until the plant can appreciate and appropriate it. The richest fertilizer has no virtue to the plant that cannot appreciate it. There is no appropriation without appreciation.

Knowledge has no power until it is appreciated and appropriated. Appreciation is the inspiration in learning.

We have glorified the slogan that we learn to do by doing, but have never even appre-

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ciated that we learn to know by knowing, and have never so much as suspected that we learn to feel by feeling.

When doing becomes automatic you cease to learn by the doing. The fact that you are doing a thing well does not signify that by doing a thing well you are learning anything by the doing of it, but rather that you are no longer learning to do it by doing it. A child learns to walk before he knows how to walk. A man of sixty has probably learned nothing about walking in fifty-eight of his sixty years. The first year he learned little of walking, the second year he probably spent most of his time in falling down and picking himself up, but that was the one year in his life that he learned to walk.

The only virtue in the slogan that you learn to do by doing is that you learn to do by doing the thing that you are learning to do by doing while you are learning to do by doing it.

It is the same with knowing. One learns

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to know by knowing while he is learning to know by knowing. It is the same with feeling as with doing and knowing. One learns to feel by feeling, but he is learning to feel by feeling only while he is learning to feel by feeling.

There is just as much education in learning to appreciate music through the appreciation of music, as in learning the multiplication table by learning the multiplication table, or in learning to use a lathe by using the lathe.

The art of appreciation is as distinct an art as the art of the artist. There are few artistic tailors, milliners, or decorators, but there would be no artistic tailors, milliners, or decorators if there were none but artistic tailors, milliners and decorators to appreciate their art.

Art for art's sake is lovely in theory, as lovely as the revelation of Heaven with its gold, chalcedony and jasper, but there will be no Heaven with amethyst and emeralds unless one has stubbed his toes on country roads or

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slipped down on asphalt pavements, keeping a heavenly temper while he does it. There will be no art in tailoring or decorating that is not to please those who appreciate the artistic in gown and draperies.

If to appreciate is as educational as to execute, then it is as educational to give credit for appreciation as for the doing of things.

Where could comedy reach a higher plane, or a lower level, than in giving credit to an eighth grade girl for stupidly devoting a whole evening to performing five long examples in partial payments and giving no credit to her brother who went to a concert and came home describing it elaborately and humming many a strain that he caught there.

When the great Portola Festival was on in San Francisco, a sixth grade lad walked to it, nearly thirty miles and back, and returned so full of it, and with such power in describing it, that the other children lived on his story before school, after school, and at the recesses and

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all became excited over early California history. The teacher punished him for playing truant, never once utilizing his zeal for Portola.

Why not give educational credit for demonstrated appreciation of music, art, the drama, oratory and preaching? Isn't it more educational than a perfunctory recitation for two minutes or less of some fact from a book half an hour after it is studied? Whenever a student demonstrates his appreciation of anything worth appreciating, why not give him scholastic credit? And, if it was something that he thought of without your telling him to appreciate it, so much the better.

Oh, the absurdity of pretending that nothing that a child learns is of educational value unless it is something that we have told him to do, or learn, or appreciate!

XXV.

THE SYMPATHETIC, BUOYANT ACCOMPANIST

No teacher can hope for high solo effect, solo honors, or solo rewards. This may as well be appreciated first as last. She must be content to be an accompanist.

But no soloist can play her part in music without an accompanist. The musical queen who wins encores almost without limit can do nothing without an accompanist. The soloist is insistent upon having an accompanist who is equal to her every need.

The accompanist is an artist as definitely as is the soloist. She is as complete a master of her art. The first great requisite of an accompanist is that she be a *sympathetic, buoyant inspiration* to the soloist. The accompanist must be so sympathetic that every thrill of the instrument will give a tremor of ap-

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preciation to the solo. What the pacer is to the racer the accompanist is to the soloist. What the engine is to the propeller the accompanist is to the soloist. The propeller sends the airplane two miles a minute, but it is the engine that thrills the propeller.

The teacher cannot be a soloist, but there is no solo success without a teacher.

We talk of self-made men, but there never was such a being. We laud John Burroughs as a self-made naturalist, Thomas A. Edison as a self-made electrician, Luther Burbank as a self-made creator of plants. Soloists of international and eternal fame they are, but Burroughs, Edison, Burbank would have been derelicts on the shore of time had they not been taught. They would never have worn clothes, would never have eaten cooked food, would never have used language, would never have counted to one hundred had they not been taught. The teachers, many teachers, made it possible for Burroughs, Edison

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and Burbank to put some extra frills on their education. No one ever inherited spelling, grammar, number, clothes, or hygienic conditions. These have come through teaching.

The teacher in the little one-room school, the teacher in the grades, the specialist in the high school, the master in the university is the sympathetic, buoyant accompanist of the pupil, the student, the scholar.

Only when the so-called teacher is a sympathetic, buoyant accompanist is she a teacher. My first teacher in a little village twenty-five miles south of Boston was Irene Wood, a young girl who had a class of a few little children in her mother's kitchen a short time every day. It was her first teaching. In course of time there were two teachers in the public school and she was given the "lower room." She had had no professional training and no appreciable scholastic opportunities, but she was a wonderful teacher.

When she was fifty years old I chanced to

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know of her birthday and sent letters to all the boys whose whereabouts I knew and said, "Irene is to be fifty years old and I am going out there to see her on that day. Why not write her a letter and send it to me to take to her?" I made no suggestion of any present, but every fellow said, "Get Irene some flowers or something." Upon her birthday everyone who could came to the little village. Her house would not hold us and so the church of the village was opened and filled with her friends at home and from abroad. We dropped much gold in her lap. An unusually large number of us had places in the educational world, so that it was a professional recognition. She had been notified that because of her age and lack of preparation she would be retired in June, *but she wasn't*. She staid till she was sixty. She was a successful teacher because she was a sympathetic accompanist to the pupils.

XXVI.

FEW CHILDREN CAN BE SOLOISTS

One of the educational superstitious lunacies is the assumption that the school is primarily to make soloists; that any child is stupid that does not show the pace of a soloist; that the sphere of a soloist is in mastering book knowledge, the book knowledge specified by the course of study.

It is as much a teacher's duty and privilege to help some pupils to be accompanists as to help others to be soloists. The child who can be a soloist needs little attention from the teacher, but the boy or girl, especially the girl, whose ambitions are never to be realized has greatest need of a sympathetic, buoyant accompanist in the teacher.

An eminent music teacher went to an institutional summer school where he was to have direction of the music teaching. The an-

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nouncement brought large classes, many non-musical ones came. When he met these beginners the first day he dismissed them and refused to have anything to do with them, but did take the few whose voice and ear were worth his while.

In the emergency the president prevailed upon a woman who had come just to be in his classes to take the Awkward Squad, which she did so brilliantly that at the end of eight weeks she gave a captivating concert with these enthusiastic learners. She taught the music in that summer school as long as it continued, and that was the last attempt of the great man at summer school music teaching. That teacher of the Awkward Squad has long been a national figure in music teaching. She was a great accompanist to the non-solo group.

XXVII.

PROTECTION A HIGHER ART THAN DETECTION

The Accompanist is a Protector of the Soloist. There is a time in a great rendition when the soloist forgets everything and everybody in one great, glorious effort to go higher than ever before. She forgets notes and key as she sends her voice trilling and thrilling way, way up there. In such a moment the instrument is silent. The accompanist allows no way to measure chords or discords, but as the soloist comes down the instrument starts again and catches her on the wing and brings her back to earth in tune and time.

An accompanist who should for one moment allow the audience to know that the soloist did anything off the key or out of time up there would be banished forever from the accompanist guild. From this standpoint the

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teacher must be an accompanist to her pupils.

Sometimes tradition has made a so-called teacher a detective, a policeman, a sewer cleaner, a nagger, but none such is a teacher nor even an apology for a teacher.

A teacher is a protector of the children. Her business is to inspire and not to irritate. She is a guard and guide and not a goad or ghost. While she presses her pupils to the limit to keep step, while she takes the awkwardness out of them physically, mentally and socially, she has no sarcasm for the most awkward and protects them from the gibes and jeers of their mates in school and out. The dunce block never has a place in the room of a real teacher.

The teacher as an accompanist makes a soloist of every possible child. She appreciates every effort regardless of the imperfection of the result.

It is a long time before an accompanist attains the honor and luxury of accompanying

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Geraldine Farrar, but no accompanist ever served a great soloist who had not been a sympathetic protector of lesser artists who needed much protection. There are teachers who delight to show off a brilliant student who take equal delight in exposing the weakness of some other child.

The estimate of a teacher's success is never to be measured by the child who would be brilliant in spite of her but by the child who is gaining in solo power through the *sympathetic buoyancy and inspiring protection* of the teacher.

XXVIII.

ADAPTATION IS EDUCATION

The accompanist gets no recognition until she has the skill to *transpose* without previous notice.

A musical soloist is the most sensitively notional being in the artistic world. Not until the moment of her appearance does she really know in what key she wants the accompaniment played. The soloist sometimes doesn't know until she gets into the song in what key she wants the next movement to be played. The soloist has the artist's privilege to say to the accompanist as she goes to the instrument in what key she would like to have it played.

A test of a teacher is the willingness and ability to change the key from day to day, from hour to hour, from child to child as occasion requires. There is a tradition, at least, that teachers are not always willing to modify

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their plans, no matter how great the need. There are traditions, at least, that teachers have sometimes resented a plan to change the hours of school sessions, to modify methods, to eliminate, to substitute, or to add material.

No one is a teacher in the high sense who is not always alert to make transformations in the length or time of the school term, the school hours, the school subjects, the ways and means of teaching whenever it advantageth the children or the community.

In the summer of 1918 we heard State Superintendent M. P. Shawkey of West Virginia say to the teachers of the state: "Remember that you are public school teachers; that the schools are the public's schools and they are for the public. In this time of war needs adapt the schools to the times with the least loss to the children."

He suggested that if the older children were absolutely needed to save the crops the schools might begin at seven o'clock and close at

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twelve. The school would then have the boys and girls in the best part of the day and the gardeners would have them as many hours as they should work.

Most teachers accepted that suggestion as an opportunity to help win the war, but we heard one teacher protest against it as needless interference with her time-honored morning nap. Such is life.

XXIX.

TEACHERS WILL NEVER GET CREDIT WHICH IS THEIR DUE

The accompanist must *never expect, much less seek, adequate public recognition.*

A piano or violin soloist is rarely a good accompanist. Theoretically it is impossible for one who is an artist as an instrumental soloist to be a good accompanist. To play an accompaniment as a solo, for the accompanist to think for a moment of how the instrument sounds to the audience is a mixture of tragedy and comedy. The first great requisite of an accompanist is *self-abnegation*. There must be no possible chance to suspect that any applause is for her.

The soloist never forgets the audience. Her gowns, her carriage, her smiles, her glances are all for effect with the audience, but not so with the accompanist. Whatever a soloist

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may be in private she can never frown, or scowl impetuously before the audience.

An accompanist can never know nor care whether or not there be an audience. She has one ruling passion, to *please the soloist*. Her art is to make the soloist a success with the audience.

In this high sense the teacher must be an accompanist. She must forget everything personal in her service to the children, to the school as a whole, to the community she serves, to the state, to the nation, and to the times.

There are teachers who by nature must have public appreciation. Such should leave the profession and become soloists either as readers, as musicians, as actors, as artists, as preachers, reformers or agitators, as something that enables them to play the part of a soloist. It is a tragedy for anyone to try to teach school who cannot find comfort and joy in being an accompanist.

XXX.

PROFESSIONAL AIMS HAVE CHANGED

Until about seventy-five years ago there was no thought of the teacher as an accompanist. In those days teaching was a masculine activity. Whether in trousers or skirt it was the masculine spirit. It was the schoolmaster.

The schoolmaster was a soloist. He specialized on one subject, usually the switch. He taught several subjects but his fame as a schoolmaster rested upon his rare ability to teach mathematics, reading and declamation, or penmanship, or in his success as a thrashing machine.

All the caricatures in prose, verse and picture of the school-ma'am came from the public resentment of the intrusion of the feminine element in teaching. The woman teacher was made to appear as masculine as possible.

PROFESSIONAL AIMS HAVE CHANGED

In those days the schoolmaster played the soloist. He was literally the whole thing. His aim was to make a reputation for himself and his reputation depended upon making one or more brilliant soloists in something. A schoolmaster who had a girl who could carry off highest honors in a spelling match in the country round about had a reputation well worth while. If the schoolmaster had a prodigy in number work, or a spell binder in declamation, he was always in demand for a winter term everywhere. Even now there are a few old men who delight in telling of the wonderful country school or academy of those days.

With the coming of the state normal schools came a suggestion of the teacher as an accompanist. That was the first glimpse of a professional suggestion of helping a child to learn. The normal school, frail as it was in some respects, did magnify the service of the teacher to all the children in all branches of study. It

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did recognize the teacher as an accompanist of all children in all subjects. The reign of the masculine element lost its autocracy.

The switch yielded to the smile and the thrashing machine became a harvester.

XXXI.

GRAVITATION OF HUMAN NATURE

Such is the gravitation of human nature that even the virtue became in time a vice. Again the teacher gravitated to the soloist and the teacher's reputation came to be dependent upon her having some special method of teaching reading, numbers, language, spelling, or penmanship. A teacher's fame came to be dependent upon her skill in book-making, or speech-making with some special method in some special subject.

The soloist was once the professional ideal. About forty years ago the soloistic movement was challenged by a brilliant band of school men and women under the lead of Colonel Francis W. Parker, who made a vigorous campaign against the solo work in spelling, especially, and in all subjects in general. This drive of Colonel Parker prefaced the move-

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ment in Child Study which, transient as was much of its activity, did supplant in a large way the subject soloist, and opened the way for the teacher to be a real accompanist to the child.

The disappearance of the Child Study Movement, about twenty years ago, was largely due to the conviction that an accompanist to the child in the class room was inadequate and the entire school became the soloist whom the teaching corps was to accompany. For nearly a quarter of a century educational progress was centered in the class room. Skill in class teaching was the ideal. The teacher was the accompanist of the class. Class rooms were the high spots in every system. The principal was largely employed in office work, in record keeping, in hearing complaints and entertaining visitors. His mission was with teachers, children and parents regarding class room conditions.

About twenty years ago the schools as such

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came into prominence. The principal's position was magnified. No class room was sufficient unto itself. Out of each room some children were taken. If a child was out of step in his studies; if he was born short; if he was a moron or hyper-moron; if he was out-of-joint in deportment; if he was seriously defective in hearing or seeing, he was put into a room provided for his special needs. The school became the unit and each special need had an accompanist for itself. No class teacher was allowed to have pupils for whom she could not be an accompanist.

School grounds were magnified, school-house and out-houses were improved. School play grounds, school gardens, domestic science classes, manual training equipment, and various other school special features were developed. By the time the United States entered the war the school had completely supplanted the class as a vital educational factor.

XXXII.

THE COMMUNITY TRAIL

The latest leap forward is the greatest. The public school is the accompanist of the community from the home to the nation and to the nations. The school is to be for the community as a whole.

The most prominent case of educational community service is that of the Public Opportunity School of Denver which Emily Griffith made famous in 1916-'17-'18-'19. In June, 1916, Miss Emily Griffith, a grade teacher for eight years in the district with the least domestic comforts and no social luxuries, was invited to address the Rotary Club at the weekly luncheon. The Rotarians are an organization representing every line of business and professional life in a city with only one representative of each craft. When the Rotarians stand behind any public movement

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the success is practically assured. Miss Griffith asked the Rotarians for a Public Opportunity School to which she could welcome everyone above sixteen years of age who could not find the opportunity of education which they desired in any public day or evening school. This was assured by the Rotarians and provided for by the City Board of Education.

Beginning in September, 1916, with two rooms and two assistants she closed the year in June, 1917, with the entire building devoted to her twenty-three hundred students and thirty teachers. The second year there were more than four thousand of these opportunity students, each of whom was in the school, day or evening, for more than a four-months' course.

Every one of the more than six thousand students who came to "Opportunity" was benefited financially. Some secured new positions because of their better equipment

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and others received increased wages because of greater efficiency. Everyone was noticeably improved in many ways personally. The moral code was decidedly advanced with those who needed it. The behavior of many youths who did not attend "Opportunity" was definitely improved because of the sentiment in "Manners and Morals" which was taken to the street by those who did attend.

The civic and patriotic sentiment of the six thousand and their associates was greatly advanced by "Opportunity." The one lesson which each of the six thousand received by requirement was an hour a week in the class in Civics conducted by Miss Griffith. Practically all aliens were started on the road to naturalization by "Opportunity."

Similar "Opportunity" is now offered by many cities and rural communities.

The one-room school at M—— P—— in Illinois had always had good teachers, graduates of normal schools, and had had a nine

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months' term. The salary had been sixty-five dollars a month, which was "good wages" in those days. In September, 1916, Harry K—— was employed at seventy-five dollars a month. The second day he told the children to tell their parents that he would be at the schoolhouse four evenings in the week to teach anyone anything worth while that he could teach. The opportunity was improved by all farm hands, who learned how to read and write English and read books worth reading. Farm owners and managers came to learn special things, such as the keeping of farm accounts and modern methods in care of stock. The whole community improved the opportunity offered and the trustees offered the teacher one hundred and twenty-five dollars a month for twelve months to return another year.

The Teachers' Community Opportunity has new significance in all parts of the United States.

XXXIII.

THE SKILLFUL ACCOMPANIST

John Doe is still a high school principal in one of the best moderate size cities within two hundred miles of Chicago, but he is not in the city in which he was when Lawrence McTernan, then Assistant State Superintendent, told us of him.

John was the best high school principal the city had ever had. The boys stayed to graduate. Grammar school graduates all came to the high school. The boys were manly in school and out. The school was famously successful.

But—and it was a big *but*—John was the best driver of fast horses on the race track in the long summer vacation. He said nothing about it and it was not generally known how he spent his long vacation. He donned a jockey cap, put a large figure on his arm and

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got more speed out of a trotting horse than any rival. Of course it ultimately became known and there was a hot time in the old town. Preachers denounced him from the pulpit and a public indignation meeting was held. The boys and the board of education were with John but they could do nothing with a frenzied public.

The cause of the outburst of negative virtue at that time was the approach of a school board election. Defeat stared the members of the board in the face, and so they said to John: "You see what we are up against. You are a good sport, you will surely help us out."

This he did by handing them his resignation.

"No, no, not this, but assure us and the public that you will abandon the track."

"Not at all," said John. "I get much more for getting speed out of horses in three months than in getting speed out of boys in nine months. I have never had one dollar's special appreciation for what I am doing for boys,

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and I get all sorts of rewards for what I am doing for horses. Not until there is as much appreciation of what I do for boys as for what I do for horses will I teach again."

It is easier to imagine than describe what happened to John's successor. When school conditions were unbearable the board of education sent for the assistant state superintendent, who called upon John to get some line on the cause of the trouble.

"You see, it is this way," said John. "This principal never drove a race horse and boys are like horses. When I am to drive a horse I take time to get acquainted with him. I never step into a sulky till I know that the horse knows me. I sit in the sulky and lay the whip along his side till it ceases to make him nervous and then I move it all over him till I discover the sensitive place to which he reacts. Then I never touch him with the whip again till the critical moment on the home stretch when it is nip and tuck with my rival,

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then I touch him where he will react and he fairly flies under the wire. Everything depends upon knowing how to inspire a boy and when to appeal to him. And, besides, I never send a horse to the start without driving him about the track a few times till I know that we understand each other *that day*; that we have understood each other every day for a week does not lessen the need of understanding each other that day. I handle boys that way. He doesn't."

To-day John Doe is principal of another high school. Now he does not drive other men's horses, but each year he gets a colt with the desired points and pedigree and trains him for great speed. He never fails to make much more money by training his colt than for training boys, but he enjoys both, and so do the boys and so does the colt.

XXXIV.

THE GREAT RECORD

Bessie C—— has a school for the “unconventionals.” Her unpretentious shack is in the yard with a school of two thousand boys and girls. She has all of the hopelessly unconventional elementary school boys of that building. She has had this school for ten years. She started her school with two planks in her pedagogical platform, two paragraphs in her creed.

First. No boy could come to her school if anyone told her aught against him. She would not allow herself to be prejudiced. He should have a fair chance and so would she. The only statement allowed was that he was “unconventional.”

Secondly. She must be told something good about the boy. She must have some favorable starting point.

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It was difficult for some teachers to discover anything good in some boys, but when it was the only way to be rid of a vexatious fellow the imagination could do wonders.

To Bessie C—— the one aim was to get the boy headed somewhere that it was worth his while to go, toward something worth his while to do. There was no talk about *what not to do*. She was in no haste to reform the boy. He might play craps, smoke cigarettes, loaf in a pool room without a "don't" from his teacher, but she watched him with intense interest to see some opportunity to get him into a game that was worth while.

Bessie C——'s campaign is always offensive. She does not always win, but in the first eight years she won in ninety-three per cent. of the cases, which is a great record in dealing with derelicts.

After eight years Bessie C—— gave me the record of the thirty boys whom she had the first year.

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In the Navy,	3
In railroad train service,	3
In railroad offices,	3
Plumbers,	2
Bakers,	2
Grocer,	1
Printer,	1
News agent,	1
Bagmaker,	1
Bank messenger,	1
Fruit store owner,	1
Traveling salesman,	1
In leather store,	1
Farmer,	1
Pullman chef,	1
Cashier,	1
Wall Street office,	1
Stenographer,	1
Switchman,	1
Bookkeeper,	1
Penitentiary,	1
Absolute bum,	1

All of the twenty-eight were good citizens.

Such an *accompanist* is doing the world a great service. Each of the twenty-eight is a soloist because of her accompaniment.

The twenty-eight unconventional boys

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whom she personalized and fairly well conventionalized made their way to success in twenty different occupations. This shows how free they were to go their way. She did not try to direct where they should go nor the way in which they should go there, but she did give them the accompaniment they individually needed.

XXXV.

SIGNIFICANCE OF LEADERSHIP

Entirely aside from the brilliancy of the soloist and the demonstration of the accompanist, there is another important part to be played in life, in school and out. This is the art and power of leadership. This is entirely different from the art of the soloist or the skill of the accompanist.

The soloist thinks primarily of the appreciation of the audience, the accompanist of the appreciation of the soloist, but the leader thinks only of the orchestra. Usually the leader stands back to the audience.

The leader of the orchestra has neither violin nor cornet. He says no word and makes no noise, but he hears critically every note of every instrument,—string, wind, reed, or percussion,—and his eye goes like an electric shock to any player who is not making his con-

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tribution to the masterly effect of the performance. There are several great soloists and accompanists where there is one great leader of an orchestra. He must get the right effect, in the right way, at the right time from every instrument, be there ten or one thousand.

Often in school there is the making of a leader out of the stupidest pupil in the class. It is a greater achievement to produce a leader than a soloist.

S—— B—— was the stupidest pupil we ever had. The only thing he ever did creditably in school was in arithmetic and there it was in examples and not in definitions or explanations. The stupidest pupil burns himself into the teacher's consciousness and memory more surely, even, than does the most brilliant. He had three principals in his school life and we all afterwards had positions of some responsibility in and about Boston. Whenever we met in after years we commented on the surprising business success of S—— B——,

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who was the leader of the Marketman's Association for several years.

Those were days when one swelled with pride at the reputation of being "an after-dinner speaker" and a banquet feeding was ample for the best effort one could make. When the height of ambition in this profitless speech-making was reached there came an invitation to speak at what was then the most important banquet opportunity of the city, and the invitation of the secretary said that the other speaker would be ——, the really great man of New England. The president of the organization was the toast master and in a delightfully clever vein he said, "I have the honor of my life to-night in introducing to you, my friends, the one man in all the world who knows that I have no business to preside on an occasion like this," and my stupidest boy had his revenge. Now I know that in that school the stupidity was not in S—— B—— but in

SIGNIFICANCE OF LEADERSHIP

the man who rubbed the boy's stupidity into him on many an occasion.

S—— B—— was the leader in that school, the leader in the community, the leader among men as well as among boys. From the time he was fourteen years old the success of a picnic depended upon whether or not S—— B—— would take hold of it, and no sleighing party in winter or yachting party in summer was an assured success until we knew whether or not he would manage it.

In those days we did not know there was any educational achievement in being a skillful leader. When we were absolutely out of patience with his indifference to his school work he was thinking out how to make a Christmas festival a whooping success.

PART FOUR
DANGER SIGNALS
FOR PUBLIC EDUCATION

XXXVI.

MORE BOASTING THAN BOOSTING

The United States is in serious danger of losing her prestige in Public Education.

England has taken a radical departure in the matter of public schools. She has taken a position far in advance of the United States. The statesmen of Great Britain say emphatically that public education is the most important phase of national life. Despite the terrible war draft upon her treasury she has made fabulous provision for the better public education of all her children. Her statesmen have made public avowal of her appreciation of public education as of more national concern than her industries or her politics.

The one really essential lesson which this World-Peace War taught America was the tragedy of unpreparedness. America would not have lost a man in battle or at the hands

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of the U-boats had she spent a hundredth part as much in preparedness as she spent in nineteen months because of unpreparedness. The United States is liable to repeat the tragic blunder in regard to educational unpreparedness.

While the United States has theoretically led the world in public education it has not actually done so in many things that are vitally important for educational progress.

We have never had a minimum wage for teachers.

We have never had any national requirement for teachers' scholarship or certificate.

We have never had any national requirement for length of school year.

We have never had any provision for keeping schools out of politics.

We have never had any requirement for supervision.

We have never had any health requirement.

We have never had any protest against the

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illiteracy of even native-born American white people.

We have never had any requirement for the handiness of the people.

We have never made any attempt to educate the people as a nation.

Our educational *boasting* has never been accompanied with educational *boosting*.

We have been *long on educational gush* on the Fourth of July and *short on educational cash* at the ballot box.

There is no way to promote the health of all the people in school and home except through the schools. *The schools can easily protect children of school age from the results of inattention to hygienic conditions and rules, both personal and community.*

The inefficiency of the well-educated men in the army in meeting industrial emergencies was due to the fact that when those men were in school there was no plan for a brainy boy to be handy, or for a handy boy to be brainy.

XXXVII.

EDUCATION IS PREPAREDNESS

Even in the most enlightened states and cities scholarship has ignored education.

Scholarship looks backward, education forward.

Scholarship has to do with what others have done, education with what can be done by the educated.

Scholarship is proud of ancestors, personal or national; education is aspiring for descendants.

Scholarship thinks of the grandfathers, education of the grandchildren.

Scholarship must wholly be obtained from books, education must come from the *use* of scholarship, through learning from books, from life, and by activity.

Scholarship may be petrified or crystallized, canned or kept in cold storage; education is

EDUCATION IS PREPAREDNESS

always alive, is always in progressive action.

The regular education until quite recently was, for a boy who would do so, to spend eight years in an elementary school to get ready to spend four years in a high school, to get ready to try to get into college and spend four years in college to get ready to spend three years in a law school, a medical school, a dental school, or an engineering school in order to get ready to use his scholarship advantageously.

A young man must sacrifice handiness or braininess if he went to school, or both by not going to school, and the Government appeared to have no care whatever what he did or whether he did anything.

Education is preparedness and the Government must make sure that there is preparedness of all the people through education.

It would never have been admitted for a moment that the Government would or could hold any locality responsible for war unpre-

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paredness and yet it has expected localities to be educationally prepared.

When the men above twenty-one were in the public schools no state had laws requiring cities to have medical inspection of any kind, and when America entered the World-Peace War not six counties in the United States had any provision for any health program whatever.

When America entered the World-Peace War skilled men had to be taken out of important industries to do industrial war work because when men above twenty-one were in public schools there were few, if any, opportunities for a young man to learn anything industrial without forswearing any intention or desire to have any other education.

America is facing a real Danger Signal of educational unpreparedness.

XXXVIII.

EDUCATION MUST BE ACHIEVEMENT

The Federal Government must provide real standards for achievement in life rather than merely achievement in school. The Federal Government must see to it that its required achievements are attained.

First. There must be no excuse for any state that does not secure ability to read intelligently and write intelligently in English on the part of all the people above ten years of age.

The Federal Government must insist that in every state hereafter every normal child shall be in school more than one-half the days of each year until he has a good elementary education.

The Federal Government must insist that at least one-half of each day that he is in school shall be utilized by the child in learning some-

EDUCATION MUST BE ACHIEVEMENT

thing that contributes definitely to health, to mental alertness in applying knowledge, to vocational ability to be self-reliant, self-efficient, and of service to the community, local and national.

The other half of each day should be improved by the child in learning how to know more, do more, and be more than is required for the getting of a living, and for the direct service to the state.

It is as important to the Federal Government that a citizen know how to enjoy life, to enjoy nature, to enjoy his associates in home and society as it is that he be healthy and thrifty.

The past attitude of the Federal Government toward the welfare of its citizens through the schools is a national scandal. To leave the provision of education to the states was bad enough, but to leave them free to produce illiterates and physical and industrial weaklings is scandalous.

XXXIX.

RESPONSIBILITY FOR TEACHER QUALIFICATIONS

The teacher preparation will probably be left to the states with the Federal Government stating requirements for opportunity for teaching and aiding the states financially in their preparation of teachers.

Only a caricaturist or cartoonist could do justice to the American attitude toward the preparation of teachers.

In 1918 one state superintendent made the statement officially that one county needed for the vacancies all the graduates of the state normal school and that it would require thirty times as many graduates as the state normal school provided to fill the vacancies in the state.

There has been practically no scheme for providing students for the state normal schools. The normal school was provided

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and young people were permitted to attend if they wanted to and if they met the requirements they were graduated.

We think no state has ever provided all the teachers required. Some have provided seventy per cent., some fifty, some thirty, and one three per cent. This was not noticeably bad so long as girls with no training for teaching would get a certificate and fill the position. But when a grammar school girl, even, could get more money in doing something else than she could get after four years in a high school and two years in a normal school the supply of initiates in normal schools was short.

There is a flaring Danger Signal squarely in front of every state and of the United States.

Teaching must be attractive in salaries.

Teaching must be attractive in permanency of tenure.

Teaching must be attractive by means of a pension.

RESPONSIBILITY FOR QUALIFICATIONS

Teaching must be attractive through an atmosphere of joy and gladness in service.

Teaching must not be harassed by nagging from above.

Teaching must not be irritating from outside criticisms in the "People's Column" of the local press.

Teaching must be attractive through public protection from foes without and fools within.

XL.

THE TAX PAYER

In cities it has been easy to get money for elaborate school buildings, but any increase in teachers' salaries was secured with difficulty. Why? Because real estate dealers, architects, and contractors had infinitely greater public influence than educators.

Parents did not discriminate between the educational value of bricks and brains.

Parents would make a vigorous campaign to get a new schoolhouse in their district, and an equally vigorous campaign to prevent increase in salaries. A hundred thousand dollar schoolhouse was worth fighting for and a five dollar a month increase for the teachers in the building was worth fighting against.

The United States of to-day will pass on to the children and the children's children tens of billions of debts for them to pay. They will

THE TAX PAYER

pay it gladly if they know the truth, but they will groan and growl if they are made to believe that it is merely for the cost of *war*.

This has not been war for war's sake, but war for the sake of *peace*. The schools must be required to teach *this* war as *the World-War for Peace*. These words, War and Peace, must be indissolubly blended in all education of all the allies.

In this glorious new mission of the schools we shall be hampered and hindered, harried and heckled by those who are infected with Superstition and Tradition, Narrowness and Cheapness.

The new demands demand intense public devotion to education, supreme wisdom in school administration, unalloyed patriotism in teachers, and joyful financial support of the tax payers.

The real difficulty is that the public has never believed that good teaching is a necessity. The public has never appreciated that

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good teaching is the great necessity. The public has never realized that no other necessity in city, county, state, or nation is as great as good teaching. The public has never admitted, directly or indirectly, that a good teacher is indispensable, absolutely indispensable.

There is no one in the employ of city, county, or state quite as vital to the community as those who have in their keeping the welfare of the children. The future of America and all her interests are in the hands of those who have the children in their care.

The fire department can try to protect a house, a block, or a city from destruction. Sometimes they protect, sometimes they fail, but the city always taxes the people to pay for the department that tries to protect their property. When the old hand tub engine was inadequate, the public bought horses and an equipment of hose wagon, ladder truck, fire engine, and chemical engine. When the

THE TAX PAYER

horses were not speedy enough the public paid for motor engines. When the department failed to cope successfully with a fire the department was never blamed, but lack of adequate equipment, and vast sums were appropriated for new equipment until now there is nothing in the world more marvelous than the equipment of a fire department.

A house, a block, a city can be rebuilt and is improved by the rebuilding. The money for the rebuilding is mostly provided by the insurance companies.

XLI.

TRIUMPHS OF THE SCHOOLS

The schools are trying to prevent a conflagration much worse than any with which the fire department tries to cope. The social conflagration is more liable to occur than any fire calamity. There are social and civic tinder boxes more risky than any rookeries and shanties that endanger some cities.

There is no insurance in case of social and civic conflagration, and there is no rebuilding.

The schools save a larger proportion of their risks than does any fire department. When the schools fail, the public blames the schools *instead of increasing and improving the equipment*. An assumed failure of the schools turns loose a lot of pulpiteering and editorial denunciation. And the tax payers have a new excuse for opposing added provision to prevent social and civic conflagration.

TRIUMPHS OF THE SCHOOLS

The teacher is the one tax-supported person whose whole business is to try to prevent fire carelessness, poverty, insanity, hospital needs, anarchy, riots, and all other social and civic diseases.

The schools of all the people are alone adequate for providing opportunity for essential intellectual virility and vitality. A child can never be educated alone, nor in a home. He may get scholarship, but not education, in a home or a select school.

Intellectual education can only be had through matching brains with brains; through matching brains with those of different social and financial strata; through competition with those who think in different units.

Scholastic aristocracy, while different, has all the elements of political aristocracy.

The man who thinks in culture units needs to associate with one who thinks in scientific units and both with a man who thinks in nature units.

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The boy who can spell *surcingle* and *rhubarb* is more of a boy if he associates with boys who can use the one and raise the other.

When the son of a university president or the daughter of the president of the Browning Club matches wit with the son or daughter of the foreign born from humble homes and is beaten in the game of wit, it is as intellectually wholesome for the child of fortune as for the one of misfortune.

No one but the teacher of all classes of society has equal opportunity for equipping children with knowledge and processes and the skill to apply this equipment for better health, better manners, better behavior, and better morals.

While some homes can do something in improving manners, morals, and behavior, few homes have the skill, the art, the patience to do for the child what the school can do.

Manners and morals of children can only be perfected in society, and with children of their

TRIUMPHS OF THE SCHOOLS

own age in society. They can never be attained by associating with adults, nor with brothers and sisters alone, nor with children of their own stratum in society. Even the so-called best children, associating with their own class, are liable to become dudes.

It is the teacher only who can adjust all American children to all other American children. Teachers literally have the fortunes of the United States for twenty years at least in their keeping.

You can never have public schools or public school teachers without tax-money, and you can never have adequate tax-money without public sentiment favoring it.

XLII.

TEACHING FOR LOVE AND WAGE

Some tax payers say that teachers should have a higher motive than teaching for a salary. "Teach from love of the dear children," says the tax payer. Oh, no, not until fathers pay *taxes* for the love of *their* dear children. The able-bodied man, or a man with a good income, who asks the teacher to teach his children *for love*, is not worthy of his children.

For a man to draw a good salary or have a good income and make no effort to have the city pay teachers a thrift wage is as contemptible as to feed skim milk to his children and Jersey cream to his hogs.

But who is primarily responsible for the lack of a thrift wage for teachers?

The board of education, city and state, is elected to do one thing and one thing only—it is expected that every member of the board

TEACHING FOR LOVE AND WAGE

of education, state and city, shall insist upon having everything done that can be done for the children through the schools. There is no school without teachers. No school is satisfactory that is not the best possible and no school is the best possible unless the teacher has the best conditions under which to work. It is the one business of the board of education to make these conditions the best possible.

It is a civic crime and should be an indictable offense for a member of the board of education to watch the treasury. He is not elected to do that. Tax payers will watch the treasury. Politicians will watch the treasury.

When the Department of Labor was established by the Federal Government and William B. Wilson was appointed Secretary of Labor the manufacturers called upon him and told him how pleased they were with his appointment, for they would now have someone to smooth out labor troubles. "Oh, no," said Secretary Wilson, "I represent labor, just

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as the Secretary of Agriculture represents the farmer. He never represents the tax payer. He never tries to see how little money he can get along with but how much he can use wisely and he makes it his business to get that money, and he gets it. I represent Labor, and I shall get for Labor whatever I can get honorably."

That should be the attitude of every board of education in the United States. It represents the children. For a board of education to represent tax payers should be an indictable crime.

Let us go back two hundred years in Old England. I quote some lines from William Cowper in "The Task." After picturing the great need a lad has of a good teacher, he says:

"And such a one is rare, . . .
But having found him, be thou Duke or Earl,
Show thou hast sense enough to prize the pearl.
.
.
.
Respect, *as is but rational and just,*
A man deemed worthy of so dear a trust."

Public sentiment does not appreciate that

TEACHING FOR LOVE AND WAGE

teachers are the one essential in making democracy safe for our children and our children's children.

Teachers cannot live under an autocratic public sentiment and make the children democratic.

XLIII.

COMMUNITY DEMOCRACY

The Armistice on November 11, 1918, started something as intensely noble as that which the Potsdam Council started on July 5, 1914, was ignoble. The Armistice sounded taps on autocracy and the reveille on democracy. It said to autocracy, "Lights out. All quiet." It said to democracy, "Awake! Arise! Prepare for a new day."

America was no better prepared to greet democracy on that November morning than it was to meet the god of war on that April day nineteen months before. America knew how to prepare for war when it was necessary and prepared for the democracy of peace when the time came.

The first lesson of the new democracy was so simple and self-evident that it almost took one's breath away. It was so new that it

COMMUNITY DEMOCRACY

seemed miraculous. The community is the unit of democracy. Democracy can only be built out of communities.

Democracy can no more be made of individuals than a rope can be made of sand. There is neither warp nor woof that is not intensely adherent. Fibre not only is needed but it is indispensable. Democracy can only be woven of individuals already adherent in a community. Community necessitates common, uniform, universal service. Reciprocal service is as indispensable in a community as are heart and lungs for pure blood.

Autocracy is in constant fear lest individuals cohere. The fear of a community of interests keeps autocrats and aristocrats in a constant spasm of nightmare. Autocracy treats the common people as a chain gang. The assumption is that individuals must have no freedom to be mutually attractive. Individual attraction is fatal to autocratic safety. Aristocracy fences out all but aristocrats. Between

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the aristocrats and the common people is a great barrier. Affiliation is unthinkable.

There is no democracy where there is either autocracy or aristocracy.

Democracy is merely a community of communities. It is the common service of many communities.

XLIV.

DEMOCRACY OF THE UNIVERSE

The universe is the great democracy. A million suns, each with a group of planets, are the universe. The sun and its community of planets with their communities of planets play their part so loyally that with unseen and untraced attraction there is never a jolt or jar, never the suspicion of friction.

The democracy of the universe consists of a million communities, each enjoying its opportunities to revel in the common service. Theoretically if one individual planet would cease to play its part in its community of planets it might wreck that community and theoretically that might wreck the universe of communities, and the democracy of the universe might fail forever.

No one in a democracy can play by himself. Individuality is fatal to democracy. As fatal

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as it would be for the moon to decline to whirl in its magical, mystical, rhythmic course about the earth; as fatal as for the earth to refuse to play its part with Jupiter and Mars, Venus and Saturn, Neptune and Uranus.

Music is the humanly applied artistic community ideal. No note in the scale stands alone. Every tone anticipates another tone. Rhythm presupposes something in sympathy with it. Melody is a combination of thrills and harmony is the highest human art. An orchestra is a democracy of communities of stringed instruments, wind instruments and percussion instruments. Let one individual instrument in any one of these communities of instruments try to be individual and it will not only ruin its community of string or wind or percussion instruments but it will make orchestral democracy impossible. Music is the best inspiration to community democracy. Community singing electrifies all classes and conditions and eliminates for the time being politi-

DEMOCRACY OF THE UNIVERSE

cal animosities, sectarian prejudices and social tragedies.

No community can spin or weave the spirit of democracy except in some form of recreation. When a community is recreating it is re-creating itself. Recreation is more than play, more than amusement, more than entertainment. It is in the full sense a new birth physically, socially, intellectually, civically and morally.

There is a time to preach at people but this is liable to be an anti-community activity, a dividing of people with groups of prejudices instead of harmonizing them into a community. It is liable to make lines of cleavage. This may be necessary in order to survey a highway to Heaven, but it is not a community affair.

A debate may have advantages as a discussing and cussing function but it is not a harmonizing function.

Before an element can crystallize it must be in solution. The particles must float care-

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lessly, freely, before their inherent tastes and talents, so to speak, will come together with the right faces and angles.

While there are things to be done by individuals, by churches, by societies, by clubs, nothing is a community creation that does not throw all individuals into solution, as can only be done through music, through recreation, through pageants, through the neighborhood drama and kindred harmonizing activities.

Is it not as essential to provide the morale which can make community democracy a national democracy?

We need to guard this inspired and sacred vision of community democracy lest it be captured by political schemers who, however sincere they may think themselves to be, will be as fatal to community democracy as it is to a sparkling mountain stream to transform it into a stagnant pool.

What can be done to make this noblest of community vision a universal fountain for the

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healing of the nation? Breathe its spirit into the schools of America. For this the public schools appear to have been created.

The schools now have a nobler mission than the Americanizing of our foreign population. The schools are not a melting-pot. That is altogether too hot and misleading a phrase.

The public schools were established in the long ago that they might be ready for use in creating community democracy as much for the descendants of Jonathan Edwards as for those of Jukes, as much for the Cabots and Lowells as for the Lenines and the Trotskys. Community democracy must conscript the descendants of the aristocrats and of the common people.

XLV.

REAL DEMOCRACY IN EDUCATION

The great American vision is Real Democracy in America.

The great American mission is Real Democracy for the Allied countries and through them ultimately of the world.

The first great need is a real definition of real democracy. For this need I venture a definition: Real democracy is public respect for the common people and self-respect of the common people.

This means that real democracy in education means public appreciation of teachers and teacher appreciation of the children of the common people.

This necessitates many changes for the sake of democracy.

First: There must be less gush and more cash from the federal Congress.

REAL DEMOCRACY IN EDUCATION

Second: Thrift is indispensable to democracy. Democracy means personal independence blended with service to others. A thriftless man cannot be a good democrat. A thriftless man cannot be highly serviceable to others.

Third: Teachers cannot train the young for democracy on a living wage. *They must have a thrift wage.* A living wage means having to spend all they get on themselves and when they are through depend upon someone to take care of them.

Fourth: No country is a democracy that pays its teachers less than a thrift wage. No country is a democracy that does not educate all children for citizenship in a democracy. No country is educating its children for citizenship in a democracy that demands that teachers shall teach the children for love of the children while the taxpayers spend money on limousines for their boys and on theatre tickets and summer vacations for wife and daughters, or, what is worse, hoard it for after-

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death glory in promoting aristocratic scholarships.

Fifth: There is no democracy possible with an autocratic school committee, board of education or bureau of education. Autocracy at the top never breeds democracy at the bottom.

Sixth: It is hypocrisy raised to the *n*th power for the United States to plead for making the world safe for democracy over there without making democracy safe over here by giving Americans a real democracy in education.

XLVI.

ECONOMIC EMPHASIS

There are men eminently devoted to education who are genuinely troubled over the emphasis of the economic side of the professional discussions. We have never shared their anxiety. We have never missed an opportunity to take as active a part as possible in every campaign for increased salaries and improved conditions, for secure tenure and safe pensions.

We have never found it necessary to hesitate to insist upon the highest standards of professional progress.

We have never known the spiritual flavor of a corps of teachers lowered because of a salary raise, improved tenure, or secure pensions.

On the other hand, *we have never known gush to do as much as cash in improving the professional devotion of teachers.*

We have never known a corps of teachers to

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be more mercenary because they could live better. We have never known a corps of teachers who did not read better, dress better and improve their home comforts by improved economic conditions. We have never known a corps of teachers to fail to improve in health, in culture and in cheerfulness when they have had any considerable increase in salary. We have never been able to discover any improvement on a raise of \$5.00 a month.

Attention to the economics of the profession is as important as putting extra capital into a good business. Neglect of the economic side of the profession in the interest of sentiment is like taking needed money out of business to promote one's social standing by high living.

There is more psychology in a twenty per cent. salary increase than in any psychological profundity we have ever known. The one is psychology in action, the other is psychology in cold storage.

XLVII.

THE POLITICIAN IN EDUCATION

There is now a clear demonstration that the politician in education is as much out-of-date as a sailing outfit on a man-of-war. For three-quarters of a century after warships were steam crafts they carried a full outfit of masts, spars, and sails on the theory that when running straight before a fair wind the sails would increase the speed. For three-quarters of a century it seems never to have occurred to the traditional admiral or secretary of the navy, even in England, that the outfit of masts and spars not only retarded the ship in a head wind, but was a source of danger in foul weather.

In the same way democracy, even in America, has been slow to realize that the politician in education has been a handicap at all times and a source of danger in every emergency. In one state, a great state, as late as 1918

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there were 1,000 schools with no outhouse of any kind. Unbelievable! Unthinkable! In the same state there were 3,000 schools without decent outhouses. Why? Because in 4,000 school districts there was at least one man who played cheap politics, at least one man who saw to it that no man was elected as school trustee who would waste the tax payers' money on an outhouse or outhouse cleaning.

There has never been an American state legislature that has not had as members some very cheap politicians who tried to block educational progress by appealing to the lowest motives of the cheapest element in the electorate. There has never been a United States Senate or House of Representatives that has not had members of the same class, men who from the lowest of political motives have tried to block educational progress.

The World War will have failed largely if it does not develop statesmen of education.

Even among educators it has been easy to

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make reputation by puttering and sputtering about some inconsequential method.

The war has developed a statesman of education in Great Britain, and one man in Parliament has a greater international educational reputation than anyone America has developed since the days of Horace Mann. Great Britain trailed on behind the United States in public education from earliest times until 1917. Now the United States is so far behind England in appreciation of education that we cannot even see the tail light in her flight.

Democracy has been the proud boast of the United States for a century and a quarter, and the public school has been the high spot in our democracy, but we are doomed to wallow in the Valley of Humiliation, unless there shall arise a statesman in education. What Foch was in the military triumph of democracy a statesman must be in the educational triumph of democracy.

XLVIII.

DON'T BE EDUCATIONALLY SUPERSTITIOUS

We were spending a week at a state university. We went with the representative of the State Board of Health to an outlying community to meet the local representatives of Red Cross and Civic societies to plan for their bringing into the university, the following week, boys and girls for physical examination.

The most interested and, apparently, the most intelligent woman had a twelve-year-old son whom she said needed just such help as would be given him. She said she could not bring the boy in because of the university's perversity in having that demonstration set for the phase of the moon when they could plant sweet potatoes. She said the university people knew perfectly well that that week was the sweet potato week of the moon.

DON'T BE SUPERSTITIOUS

We laugh at these agricultural superstitions when *we have educational superstitions*. We say there is no hope of improving the farmers until they are liberated from their superstitions. It is just as true that there is slight hope of improving education until we can rescue ourselves from educational superstitions.

When we oppose any educational change let us ask ourselves seriously if our objection is based on a superstition.

The attempt to have an all-the-year school session aroused intense opposition in some cities, opposition by eminently intelligent persons. Much of that opposition is based upon superstitious reverence for a long summer vacation.

A community that had long had two sessions of the high school with an hour's intermission tried to change to one session and nearly everyone opposed it, especially the physicians. It was made an issue in the city election of the board of education. About the same time

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another city, three hundred miles away, where the high school had always had one session, changed to two sessions and a thousand students went on a strike and the whole community backed the children. The physicians opposed the two sessions as ardently as in another city they tried to have one session.

Some call it tradition. If so, it is another name for superstition, a deep seated conviction that physically, mentally, morally it is necessary to have two sessions in one city, and one in the other city.

When the community lines up fanatically against any new proposition, ask yourself and ask them if it is like the sweet potato moon.

XLIX.

OVER THE TOP

The culmination of army preparation is ability to go *over the top*. This is in army phraseology what a "home run" is in baseball parlance, and a "touch down" in football language.

Many teachers devote all the time and energy of pupils and students on the Awkward Squad drill. That is not education. It merely prepares one to get an education. No general, no colonel, no major, no captain, no first lieutenant devotes time or energy to taking the awkwardness out of raw recruits. The Awkward Squad is first parcelled out for the corporal's guard. Eight recruits are taken in hand by a corporal, then these groups are taken in hand by a sergeant, and finally the whole company by the second lieutenant. The corporal, the sergeant, the second lieutenant are

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the only ones who trifle with the men until the awkwardness is taken out of them.

Then comes the perfection of drill in the manual of arms and in the regulation movements of the company, and the battalion. All this is now relatively quick work and then they learn how to go *over the top*. In the American camps a French officer direct from trench warfare educated the American officers in the art of sending the men over the top in trench digging, in cave digging, in weaving with shields for holding the trench in shape, in sand digging, in bayonet charging, in redoubt climbing, in wall scaling and in every other phase of warfare over there. Their alertness and receptiveness in training was due to the efficiency with which they learned to go over the top in every phase of modern war work.

This feature of education must be utilized by all schools. Every child, boy, girl, and youth must be given abundant opportunity from first to last to do independent work.

OVER THE TOP

When the school savings banks were put in operation the seventh and eighth grade teachers in a suburban city complained that it was too exhaustive and they protested against continuing it another year. "All right," said the superintendent. "Put it in charge of the seventh grade pupils." At this both seventh and eighth grade teachers protested vehemently. They said their pupils could never be trusted with such responsibility.

"All right," said the superintendent, "if your pupils in the seventh grade cannot handle such simple accounts as these we will get someone who can equip them for such service."

The seventh grade pupils did the work in less time and more accurately than the teachers had done it.

At Kalispell, Flathead County, Montana, in October, 1918, the County Fair was placed in the hands of the schools. The County Commissioners had given the men \$6,000 a year for

DANGER SIGNALS FOR TEACHERS

the running of the Fair and they gave the schools \$1,000.

Practically all the details were handled by school boys and girls. I chanced to be standing with the county high school principal when a representative of the Chamber of Commerce said: "I have engaged Mr. — to take tickets at the reserved seat booth this evening."

"Well," said the principal, "I have assigned that to two of my high school boys, so we shall not need your man."

"But I have engaged him."

"And I have arranged with the boys."

"But the crowd will run over the boys; there will be fifteen hundred people to go in."

"All right, if they can run over my boys they are welcome to do so."

I watched those boys take the tickets that other boys sold and they were masters of the situation. In selling nearly \$400 worth of tickets at "two bits" each and taking the tickets there was not a nickel's discrepancy.

OVER THE TOP

The real art in teaching is in giving children in every grade an opportunity to go over the top in something all the time. Simply learning and reciting lessons, no matter how perfectly, is not education. To assume that it is, is worshipping a superstition as silly as that of the woman who thought the success of the sweet potato crop depended upon the phase of the moon in which it was planted.

L.

THE FOCH OPPORTUNITY

The most wonderful military achievement in all history is that of Field Marshal Foch, commander of all the armies of the twenty-one nations allied against Germany.

We are told that he had an unusual way of directing operations. His view of every order was that it was merely an *opportunity* which he offered Haig, Pershing and every other commander. "Opportunity" was Foch's watchword. It was his military ideal. It was his way of spelling victory.

The schools of a city, county, state, and nation are a great organization waging a terrific campaign against His Satanic Majesty's forces of ignorance, civic treachery, social debauchery, and immoral butchery. We need commanders from the top down the line who will not putter, flutter, sputter about details.

THE FOCH OPPORTUNITY

We must learn to treat every child as though he is to be given an opportunity to learn to know things he needs to know; how to do the things he needs to do; how to say and write the things he needs to say and write; how to behave as he needs to behave in dethroning ill manners and bad morals.

Every class room teacher must be trusted with the opportunity to trust her pupils to work out their own salvation under her direction.

Every principal must be entrusted with the opportunity to trust his teachers with their opportunities to guide the children into opportunities.

Every superintendent must be given full opportunity by the board of education and the community to plan a great campaign of opportunity for principals, teachers, and children.

LI.

GET OUT OF A TREADMILL

In a treadmill a horse *cannot* go fast enough to get ahead a single foot. At a two-minute gait he would still be standing still so far as progress is concerned. A treadmill is a machine and the machine makes the horse go. He just has to go, despite himself, and he gets nowhere in spite of himself. He runs the machine because the machine runs him. The faster he runs the faster it makes him run it. Stop it he cannot; go anywhere in it he cannot.

A *school machine* is precisely like a treadmill. It is a treadmill. The World War has modified education by smashing school machines.

After a horse has been in a treadmill a little while he is spoiled for the road and spoiled for the pasture. He will not trot in harness

GET OUT OF A TREADMILL

without incessant whipping and nagging. He will not caper in the pasture. The treadmill ruins any horse for anything but a treadmill. A school system that is a treadmill ruins a teacher. It takes all mental snap out of her. She knows she cannot get anywhere or go anywhere except in that treadmill.

Let everyone make warfare on the treadmill school system.

LII.

THINKING IN THREE DIMENSIONS

A young man, a university graduate, asked advice about becoming an architect. An architect of national repute was consulted. He asked but one question. That question did not relate to the man's university education; it was simply, "Can he think in three dimensions?" He remarked that a man who could think in but one dimension, in lines, as it were, would always be an office man, a detail fellow, for whom there would always be work but no future and no important financial reward.

An architect to-day must think of every conceivable phase of the building to be, its location, its use, its price, and other things. The phrase which this architect used was, "It must be built on the budget system."

No course of study can ever be made that will fit the brain that thinks in lines, the brain

THINKING IN THREE DIMENSIONS

that thinks in two dimensions, and the brain that thinks in three dimensions. No course of study can fit any two of these classes. Whoever tries to make such a course of study has a one-dimension brain.

In psychological language the *moron* has a one-dimension brain, the *hyper-moron* has a two-dimension brain, the really *normal* mind is one that thinks in three dimensions.

A leader is one who thinks in three dimensions. In the World's War it took three years for the Allies to find an army commander who could think in three dimensions.

Education, from the kindergarten to the university, is in need of adequate appreciation of the differentiation in the human minds that are not feeble, that are not weak, but that are *different*. Differentiation is the biological distinction of the human animal while unification characterizes all other animals. Instinct is a one-track system. Man at his best is a three dimension being because he is all sided.

LIII.

TEACHERS WIN THE BATTLES

Teachers win the battles.

The infantry won all battles over there. No trench was taken except by the infantry. Only the infantry went over the top. Ninety-five per cent. of the millions of deaths were of the infantry because they took the risks. No city was captured till the infantry entered it. No enemy was crumpled or broken except at the hands of the infantry. It was the coming of the two million American infantry that sent terror to the heart of the Hun.

The mission of the artillery, the cavalry and the army in the air was to help the infantry. It would have been comedy for artillery, cavalry and air men to do their worst or best had there not been infantry to finish whatever good work they did.

The teachers are the infantry in the educa-

TEACHERS WIN THE BATTLES

tional army. Teachers alone capture the trenches of ignorance.

Teachers win in the campaign for improved health of children.

Teachers win in the drive for better manners and good behavior of boys and girls.

All that the higher-ups can do is to make the work of the teachers more effective.

The board of education must provide ordnance and ammunition, but they are for the use of the infantry.

The superintendent plans the line of battle, decides where, when and how attacks are to be made.

The deeds of the board of education and of the superintendent of schools would be like soap-bubbles if the teachers did not use ordnance and ammunition, and execute the orders. Foch, Haig, and Pershing were never in personal danger, but there was no man in the ranks who was not offering his life for the cause.

DANGER SIGNALS FOR TEACHERS

The teachers are the ones who take the risk in the battle with ignorance, tradition and immorality.

The teachers need better ordnance, more ammunition, more skillful direction, and there must be abundant promotions and medals for all who demonstrate power to achieve.

There must be rewards and honors as well as justice for teachers in the ranks.

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